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ABSTRACT

Brief one-page descriptions are provided of efforts being made at member colleges of the League for Innovation in the Community College to bring underprepared students into the higher education mainstream. The 75 descriptions are organized into six sections: (1) Pre-College Skills, including programs such as Cuyahoga Community College's (Ohio) academic survival skills workshops, and Bakersfield College's (California) multi-cultural journalism workshop and summer readiness program; (2) Assessment, Advising, and Placement, including efforts such as Cuyahoga Community College's Computerized Developmental Education Information System, St. Louis Community College's (Missouri) program to identify students in academic difficulty and intercede on their behalf, and the University of California's Cal-Prep program for transfer students; (3) Learning/Basic Skills Centers, such as South Mountain Community College's (Arizona) basic skills interdisciplinary block, Humber College's (Ontario) peer tutoring program, and Brookdale Community College's (New Jersey) support program for learning disabled students; (4) Basic Academic Skills Training in English, writing and reading; mathematics and science; and business, social science, and speech; (5) Adult Learning/Displaced Worker Training, including Maricopa Technical Community College's (Arizona) bilingual vocational training program, Glendale Community College's (Arizona) clerical block training program, and Humber College's employee assistance program for workers affected by plant closures; and (6) Faculty and Staff Training, including computer training and distance training efforts. (EJV)

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LEAGUE for INNOVATION
in the Community College

Community College Programs for Underprepared Students

Edited by David C. Scott
Kern Community College District
Bakersfield, California
February 1987

JC 880 238

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Foreword

- Twenty-three million Americans are functionally illiterate. The pool of adult illiteracy is growing by about 2.3 million persons each year. Nearly half of all Americans, 44%, can read books but choose not to. They are alliterate.
- In 1984, 40% of entering freshmen in all institutions of higher education placed in the upper fifth of their high school graduating class on academic performance. However, of this top group of students, one-fourth claimed to have remedial needs in math, and another 14% said they needed remedial work in English.
- Although the University of California system admits only the top 12% of graduating high school seniors, half of all the new freshmen are placed in remedial noncredit math and English courses. In 1982, the University of California system spent $5.5 million on remedial programs.
- One-half of all students entering community colleges today read below the eighth grade level. At Miami-Dade Community College in Florida, two-thirds of the new, first-time college students score below the cutoff point in one or more of the three areas in which they are tested.
- Approximately 50% of Hispanic teenagers are illiterate; approximately 44% of Black teenagers are illiterate.

These data are examples of alarming developments in our society. Over thirty recent national reports have documented the complexity of the problem for higher education and especially for community colleges which enroll more underprepared students than all other segments of higher education combined. These problems are compounded by the fact that there is more demand today for basic skills in an information age than any previous period of American history. These skills — finding information, reading it, analyzing it, interpreting it, applying it, and communicating it — are the foundation for living effectively and being employed productively in the information age. The decline in these skills and the increasing need for them, places our society in great jeopardy.

The League for Innovation in the Community College recognizes the problems of the underprepared student and has made a commitment to addressing those problems. At a meeting on June 14, 1986, in Dallas, Texas, the Board of Directors approved a recommendation that the League place high priority on project activities related to underprepared students for the next three years. The recommendation was approved unanimously by the Board of Directors.

One of the major project activities to emerge from this commitment is this collection of descriptions of administrative and instructional innovations in League colleges regarding underprepared students. This is a special project of the League Representatives coordinated by David Scott, Dean of Administrative Services at Bakersfield College and League Representative of the Kern Community College District. The League is indebted to David Scott for his leadership in coordinating this project and organizing and editing activity descriptions. The League also appreciates the special support of the Kern Community College District, its Chancellor, Jim Young, and the Bakersfield College staff who helped put this publication together.

This documentation of some of the program activities for underprepared students in the leading community colleges in the United States and Canada is a major first step in understanding what is currently being done for underprepared students. The next step, and the greater challenge, is to determine what needs to be done to improve the rate of success for underprepared students. That is a challenge not to be taken lightly. The successes documented in this monograph provide considerable encouragement if the League colleges are to move ahead to face this challenge squarely.

LEAGUE for INNOVATION
in the Community College

Terry O'Banion
Executive Director
League for Innovation
February 1987

Preface

As Terry O'Banion has indicated, the League for Innovation has placed a high priority on encouraging activities which relate to serving underprepared students attending the 53 colleges in the 19 League member districts. One of the strengths of the League, labeled "an elitist organization of egalitarian institutions" by Terry in a December 10, 1986, interview in the *Chronicle of Higher Education*, is sharing both with fellow League members and with other colleges. This booklet is an attempt to expose community colleges to what many League colleges are doing to bring underprepared students into the higher education mainstream.

The most significant mechanism for sharing within the League is through the gathering of the League Representatives at the twice a year Board meetings. Heretofore, these sharings have been in the form of a one-page summary of administrative or instructional innovations occurring at the colleges. These innovations, which include the name of a contact person, have in the past had neither a common theme nor have they been prepared and/or organized until just before the Board meeting. This collection of innovative activity descriptions is the first to have a theme — *Programs for Underprepared Students* — and to be submitted, organized, and edited prior to the Board meeting. Distribution to League member colleges and to those outside the League will occur following the League meeting.

The innovative descriptions are organized into six sections:

- Adult Learner/Displaced Worker Training
- Assessment, Advising, Placement
- Faculty and Staff Training
- Learning/Basic Skills Centers
- Pre-College Skills
- Skills Training in Academic Disciplines

My thanks to all those who made this collection possible: League Representatives who submitted the descriptions of programs at their campuses and the Bakersfield College staff who made this collection possible — particularly Lori Key, my administrative assistant; Mike Buchak, graphics and duplicating coordinator; and Ronda Valdez, phototypesetter technician. Additional thanks should be given to Jim Young, Kern Community College District chancellor and the Board of Trustees, who give a continual high priority to participation in the League.

And a special thank you to all the underprepared students who have entrusted their education to the League colleges.

LEAGUE *for* INNOVATION
in the Community College

David C. Scott
League Representative for the
Kern Community College District
February 1987

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PRE COLLEGE SKILLS

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Academic Survival Skill Workshops for Pre-college Students

Western Campus, Cuyahoga Community College

Purpose:

(1) To help prepare high school juniors and seniors for college work.

(2) To utilize the workshops as a means of showcasing the college and its various programs.

Activities:

Workshops are publicized through invitations sent to high school principals and counselors.

Workshops are scheduled each quarter for high school students and their teachers/advisors and offer topics including:

- memory improvement skills
- listening skills
- note taking skills
- time management techniques
- "how to" prepare for examinations
- "how to" take test techniques
- SQ3R (survey, question, read, recite, review)

Workshops, which emphasize lectures and group participation, are presented by the Developmental Education staff.

Contact Person:

Mr. Michael J. Ketterick
Assistant Director of Developmental Education
Cuyahoga Community College, Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130
(216) 987-5257

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Educational Equality Project

Metropolitan Campus, Cuyahoga Community College

Purpose:
To continue collaborative efforts with Cleveland, East Cleveland, and Lakewood Public Schools to plan activities/programs which will increase the number and diversity of students who will attend and succeed in college.

Activities:
Establish an essay contest for senior high English students from Cleveland, East Cleveland and Lakewood schools to foster the development of writing skills and encourage enthusiasm for expository writing, through a strategy to:
(1) Develop the theme, set criteria, and anticipate outcomes for the contest.
(2) Judge essays internally at school and district levels to select 25 finalists from each district.
(3) Judge top 25 finalist essays from each district to determine the 25 contest winners.
(4) Hold an awards ceremony for the 25 finalists from each district, teachers, etc. on the Metropolitan Campus as the culminating contest activity to name the 25 winners and award prizes and certificates.
(5) Initiate contact with contest participants to foster interest in Cuyahoga Community College (CCC) and its articulation programs.
(6) Award College Now opportunities at CCC to qualifying students.

To structure dialogue opportunities for high school and college level faculty to identify and discuss issues related to curriculum and instruction, professional development, basic skills enhancement, and academic preparation for college, within a strategy to:
(1) Plan individual dialogue sessions for English, math, and science faculty at rotating campus sites.
(2) Delegate logistical and operational planning to coordination teams consisting of CCC and collaborative school representatives.
(3) Distribute appropriate materials to participants.
(4) Structure each dialogue session to include (a) an overview of the appropriate College Board publication and (b) small group discussion sessions.
(5) Plan a fourth dialogue symposium to highlight exemplary curriculum enhancement projects by faculty.
(6) Collect and summarize participant evaluation forms from each dialogue session and include with session synopses in a Proceedings Report to be distributed to participants and selected organizations.
(7) Refer interest expressed in evaluation forms for future activities to appropriate CCC division for follow through and implementation.

To structure in-service opportunities for high school English teachers to assist them in implementing the Foundations in Learning curriculum, through a strategy to:
(1) Select and contract with consultant to conduct sessions.
(2) Prepare pre-test/post-test procedures and materials.
(3) Conduct a formative evaluation at end of each year using appropriate instruments.
(4) Analyze pre-/post-test results, identifying outcomes and distribute to faculty participants for feedback.
(5) Make appropriate revisions to in-service plans for following year based on formative evaluation.

Contact Person:
Dr. Ann Bourjaily, Director
Center for Articulation and Transfer Opportunities
Cuyahoga Community College, Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 987-4044

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Multi-Cultural Journalism Workshop
Bakersfield College, Kern Community College District

For the past three years, Bakersfield College, *The Bakersfield Californian*, the *Fresno Bee*, and the Dow Jones Newspaper fund have sponsored a Summer Multi-Cultural Journalism Workshop. The primary goal of the four-week workshop is to encourage minority students to consider careers in communications and to enroll in the Bakersfield Journalism program.

Workshop courses introduce students to the field of communications — including writing, editing, computer use, art, page makeup, and photography. Students produce a campus newspaper, using a variety of skills which they can put to future use.

The curriculum includes: work in English and journalism; support services, such as individualized instruction, tutoring, and counseling; enrichment activities, such as guest speakers and tours of local newspapers, radio, and television stations; and an overnight field trip to Los Angeles.

Each spring 20-28 juniors and seniors are selected from high schools in the Southern San Joaquin Valley. Participants preferably are minorities with adequate writing skills but with little knowledge of college opportunities, particularly programs leading to careers in journalism. Dow Jones and area newspaper funds provide instructional costs, meals, transportation, and, if necessary, dormitory rooms for students. The Summer 1986 student group included six Asians, ten Hispanics, three Blacks, and two American Indians.

Several area weekly newspapers have also committed support for the summer workshop. These papers, who are pledging either funds or staff to the project, include a Black and a Hispanic newspaper.

Success of the program is indicated by a similar program being initiated at Fresno City College in Summer, 1987. The majority of the participants do indeed attend college; the Spring 1987 editor of the Bakersfield College student paper is a former participant in the workshop program and is Taiwanese.

Contact Person:
Bona Dillon
Associate Professor of Journalism and English
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4323

STAGE – Skills Training for Academic Growth and Employment

Monroe Community College

Designed to offer academic instruction (emphasis on the GED and/or basic skills), pre-employment training, career development and job placement to young people between the ages of 16-21 who have dropped out of high school. Students enrolled will participate in 15 weeks (5 days a week) of classroom activities. Individual and group counseling sessions are ongoing. A primary goal of the program is to help youth assume productive roles in the community through the aforementioned activities.

To date, the STAGE Program has served over 886 youth, with a full-time, professional staff of six (6). The program began seven (7) years ago as 70001, which was an affiliate to National 70001. The major objective of the national office included assessment of the labor market as it pertains to youth in addition to addressing the barriers to employment of the high school dropout. The STAGE Program has continued to build upon and enhance this objective since its inception.

Presently, the STAGE Program operates a Youth Internship component (YIP) designed to provide youth a paid and quality work experience in conjunction with their overall program involvement. Lines of communication and cooperation have been established with the business community to provide their employment opportunities. The outcome of such a collaboration has been rewarding for both the employer and the student-employee. This activitiy has been a tremendous plus for STAGE.

The total program is evaluated both by funders and the institution. Positive outcomes include: number of students enrolled, GED's obtained, job retention, numbers entering training programs, numbers enrolling in post-secondary institutions, to name a few.

Contact Person:
Anne L.B. Bryant
Program Manager
Monroe Community College
STAGE Program
1000 E. Henrietta Road
Rochester, New York 14623
(716) 546-6551

Summer Readiness Program

Bakersfield College, Kern Community College District

For two years students from Bakersfield College's feeder high schools have participated in a week long Summer Readiness Program. The purpose of the program is to give a group of students, whose test scores indicate that they are in a high academic risk category, the skills and confidence necessary for continuous attendance and academic success.

Students are selected on the basis of their scores on the ACT, ASSET reading and English tests administered in the spring either on the campus or at the high schools. To qualify, students must have scored at the 7th-to-8th grade level in reading and English. Invitations are issued to students by letters addressed to them at the high schools.

The program offers an intense simulation of actual college conditions during the four days and nights of the workshop. During the time period, students have work in study skills, English, mathematics, counseling, aptitude testing, career interest testing, guided homework, and physical education.

In Summer 1985, 29 students participated on a pilot basis. For Summer 1986 the number of participants was increased to 52. On the basis of the 1985 pilot experiment, the summer 1986 program included the following activities not listed above:

- Involvement of nine of the best English, mathematics, and counseling staff.
- Two peer counselors each of whom are working with 26 of the students during all of the 1986-87 academic year.
- Use of resident assistant's in the dormitory including some of the Summer 1985 participants.

Preliminary follow-up data indicate that of the 52 who participated in the summer program, 45 actually enrolled in Bakersfield College in the Fall. Of these 45, 37 or 82.2% completed fall semester. Current indications are that 36 are enrolled in classes for Spring 1987.

Plans for the Summer of 1987 are to offer four one-week workshops of 50 to 75 students each. Only one group will use the dormitory, the other three will be commuter workshops. Although eligibility rules will remain the same, students will have to be registered for the Fall semester before being able to attend. Financing will come from VEA funds and ADA-generated income.

Contact Person:
Dan Murillo, Counselor
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4532

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Urban Initiatives Program

Metropolitan Campus, Cuyahoga Community College

Purpose:
To continue the collaborative relationship among Cuyahoga Community College, Lakewood, Cleveland, and East Cleveland Public Schools which has the purposes of:
(1) providing students with the required language skills for success in education and careers.
(2) acquiring a shared understanding and commitment among educators to the requirements of language education, teaching and learning, and curriculum development.

Activities:
To structure in-service opportunities for high school English teachers to assist them in implementing the Foundations in Learning curriculum strategy, which is to:
(1) Select and contract with consultant to conduct sessions.
(2) Prepare pre-test/post-test procedures and materials.
(3) Conduct formative evaluation at end of each year using appropriate instruments, and analyze pre-/post-test results, identify outcomes for distribution to faculty participants.

To periodically measure student writing in the collaborative schools to determine the success of the Foundations curriculum in an effort to:
(1) Incorporate pre- and post-test design in the model for measuring instructional methodology success and student outcomes.
(2) Establish collaborative teams of high school and College faculty for administration of program activities and formative evaluation.
(3) Explore opportunities for cooperation with the ECCAP program at Cleveland State University to determine usable assessment criteria.
(4) Extract from the Foundations curriculum writing objectives, develop specific assessment criteria and formulate instruments to facilitate assessment.
(5) Gather baseline data on students through the pre-test and various academic and demographic measures.
(6) Provide in-service for teacher and faculty teams who will assess writing.
(7) Collect evidence for implementation of program activities for English and language arts classes.
(8) Conduct post-test assessment at conclusion of academic year.
(9) Analyze data to determine the degree of success of the writing approaches.
(10) Recollect student academic, demographic, and if possible, writing assessments at annual points following program completion to build the data base for evaluation of long-term outcomes.
(11) Determine whether students who have participated in Foundations program curriculum have taken advantage of other writing opportunities such as the Essay Contest under Project EQ.

To introduce teachers to ways that technology, particularly computer-based instruction, can be used to supplement or expand the learning of language skills.
(1) Examine computer-based instruction design in relationship to Urban Initiatives objectives in order to tailor the program to optimize potential outcomes.
(2) Establish timelines for implementation including information about sites, dates, participants and information dissemination.
(3) Provide in-service training for participating teachers in the use of computers for language arts development.
(4) Facilitate the introduction of computer-based instruction by teachers to students.
(5) Conduct feedback and problem-solving session between teachers and facilitator to encourage sharing of results and solutions.
(6) Monitor implementation and evaluate outcomes of the computer-based instruction program.

Contact Person:
Dr. Ann Bourjaily, Director
Center for Articulation and Transfer Opportunities
Cuyahoga Community College Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 987-4044

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in the Community College

ASSESSMENT, ADVISING, PLACEMENT

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in the Community College

Articulation System to Stimulate Intersegmental Student Transfer (ASSIST)

Harbor College, Los Angeles Community College District

Low transfer rates from two- to four-year institutions, particularly among minorities, have become cause for alarm. In California, for instance, despite numerous community colleges and extensive articulation with universities, minority transfer has declined. Reasons for this trend include (1) limited access by students to articulation and transfer information, and (2) ineffective use of such information when available.

Enabling colleges to provide timely, complete, and coherent articulation information directly to students, University of California, Irvine (UCI) and Los Angeles Habor College has developed ASSIST, an on-line microcomputer transfer course planning system which: (1) allows students to articulate their own individual academic histories with major and general requirements for any number of participating institutions, (2) conveys current information on admission and related services, and (3) performs degree checks within an institution. ASSIST installations are intended primarily for community colleges for use by prospective transfer students and by staff, and secondarily at four-year colleges to support admission, evaluation, placement, and academic advising. ASSIST contains the articulated curriculum of any number of participating colleges, enabling students to "shop" for the best fit among objectives, preparation, majors, and institutions.

At each site, an IBM AT microcomputer serves any number of remote IBM PC work stations at locations most convenient to students. Simple, user-friendly programs encourage use without assistance from staff or constraints of scheduling and access. Users may opt for a hardcopy record of each session for permanent reference and as an adjunct for a more humane and efficient counseling interview.

Transfer planning by disadvantaged students typically is belated and under pressures of remediation, as well as of establishing new goals and learning a new system. Low self-esteem, conflicts with employment and domestic responsibilities, and apprehensiveness often interfere with effective counseling access. ASSIST offers direct, convenient, non-threatening, individualized, and more flexible use of information than does the printed page, and accounts for the likelihood of transferring among several institutions — even reverse transfer.

Articulation officers, counselors and faculty also can profit from ASSIST's power and flexibility. Articulation can be expedited and made more precise. Catalogue searches can be minimized, freeing counselors for more complex matters of career and life planning. ASSIST also checks progress toward the degree. Tabulating student use of ASSIST, satisfaction, and the types of information sought helps the college evaluate its services and the needs of its students.

For field testing, ASSIST was piloted at Harbor College in February, 1985, followed by an installation at UCI to judge its effectiveness in advising and evaluating students from the Los Angeles Community College District. As refinements are indicated by the pilot, additional institutions will be recruited to join ASSIST as a consortium.

Contact Person:
Carol Wirth
Los Angeles Harbor College
1111 Figueroa Placed
Wilmington, CA 90744
(213) 518-1000, Ext. 263

Assessment and Advising Program

Meramec, St. Louis Community College

Perhaps the most critical factor in increasing an underprepared student's chance of success is timing. Students who enter with marginally acceptable skills cannot afford to "get lost in the shuffle and commotion of registration." Notification of academic deficiencies by mid-term is too late. The initial course placement must be relevant to the new student's needs and abilities. Mandatory assessment and advising are required at Meramec to emphasize the College's commitment to have all students start college with courses appropriate to their experience and abilities.

All regular students, and any unclassified student attempting writing, reading or mathematics must take placement tests. The goal of assessment is to determine a student's readiness to attempt a particular course. Last year 4,720 students participated in the assessment program, taking one or more tests in reading, writing, basic mathematics, algebra or pre-calculus. The results of placement tests are used in conjunction with high school course work, and other available indices to determine the most appropriate classes. The assessment system is carefully evaluated on a continuing basis. Follow-up studies and exit testing are used to insure the validity of the testing process. The coordinator of assessment works with instructional staff to maintain relevance of the placement tools while providing ongoing feedback on the appropriateness of the decision scores.

Assessment would be useless without a quality advising system. Meramec is unique among community colleges in employing fourteen educational advisors to attend to questions and provide accurate direction to the student body. Educational advisors complement the efforts of professional counselors in meeting students' academic, career, and personal goals. Underprepared students must meet with an advisor or counselor prior to registration. Placement results will be carefully explained and student options will be outlined. The career goal, test results and educational background will be considered with a student's need to work, and outside-of-school commitments to arrive at a realistic class schedule.

The cominbation of mandatory assessment and academic advising have been in effect since April, 1985. Both students and faculty perceive the process to be working. The structured intake effort described above is the initial step in assisting the underprepared student.

Contact Person:
Jack Becherer
Coordinator of Assessment
St. Louis Community College at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314) 966-7500

LEAGUE for INNOVATION
in the Community College

Computerized Developmental Education Information System

Metropolitan Campus, Cuyahoga Community College

Purpose:

(1) to provide a computerized information system which stores, sorts, and retrieves student data, and which monitors student contacts, linking them with student success and retention.

(2) to measure the quality of services provided by the Developmental Education Program.

Activities:

A complete tracking system using dBase III is able to generate the following:

(1) a comprehensive report on all students tutored, their tutors, the amount of time tutored, and their grades.

(2) summaries, by course, of all students who received C or better and the amount of time they were tutored.

(3) reports, by course, of students tutored and their grades.

(4) tutor reports which reflect the number of students worked with by each tutor, the contact hours, courses, and grades.

Evaluation:

The application of computer technology to the building of a data base for Developmental Education has enhanced the program's ability to evaluate and target its services. Through this data management system it is possible to:

(1) link a specific student with the number of hours and the kinds of services received;

(2) connect this information to student success.

There are many factors which impact student success in addition to the tutoring he or she receives. At present, there is no way, through this data base system, to measure how student motivation, instructor skill, or student-skill levels contribute to student success or failure.

For the Future:

Long-term enhancement of the system will include a "programmed" version, presently being written, which will: (a) distinguish differences among the success rates for students tutored and those students not tutored; and (b) distinguish differences among success rates for students taking "managed classes" and those taking traditional lecture classes.

Project Details:

The project was initiated during Fall Quarter, 1985.

Contact Person:

Dr. Carol S. Franklin
Assistant Director of Developmental Education
Cuyahoga Community College Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 987-4318

LEAGUE for INNOVATION
in the Community College

Early Alert

Meramec, St. Louis Community College

The Meramec Campus of St. Louis Community College initiated an Early Alert Program in January of 1986. The objectives of the program are to identify students who are having or may have problems in a course, and to intercede on their behalf. Early Alert is a structured support system involving the combined resources of instructional faculty, academic support personnel, counselors and educational advisors.

Early Alert is based on the assumption that lack of success in a course can be attributed to a combination of three factors.

1. Poor Academic Preparation — to include marginal study habits, and lack of course prerequisites.
2. Low Student Motivation — to include ineffective work ethic, poor time management and inability to persist.
3. Lack of Academic Ability.

Mandatory assessment and advising are intake tools to notify students of potential problem areas. Early Alert is a vehicle to identify and attend to the factors which, if not corrected, will lead to academic failure.

Early Alert consists of three stages:

1. *Identifying students early in the semester whose classroom behavior points to eventual academic difficulty.* Either an instructor, counselor or academic advisor contact the student and share the concern. An assessment is made to determine the nature of the student's trouble. A plan of action evolves to address problem areas.
2. *Students use the academic support system at Meramec to remediate problem areas.*
3. *Campus staff monitor the student's progress to evaluate the effectiveness of the intervention support procedures.*

Participation in the Early Alert Program is voluntary for faculty and students. Faculty involvement is the key to the program's success, being the main link in identifying students needing assistance and directing them to appropriate resources. Student's have been receptive to the program, realizing that the college is going beyond the norm in promoting their success. Meramec is committed to Early Alert, believing that the elements of the system are consistent with the comprehensive educational services expected of a community college.

Contact Person:
Jack Becherer
Coordinator of Assessment
St. Louis Community College at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314) 966-7500

Extended Opportunity Program and Services

Bakersfield College, Kern Community College District

Extended Opportunity Program and Services (EOP&S) has served thousands of economically disadvantaged students at Bakersfield College since the program's creation in 1968. Since then, the college has received an allocation from the state Chancellor's Office each year to provide grants and support services to eligible students. For 1986-87 the allocation is $220,049.

For the last several years, the number of students involved has been about 300 annually. Participants are recruited from the target area high schools (high percentages of minority and/or economically disadvantaged) and as a result of information obtained from financial aid forms. Organizations such as Employer's Training Resource (ETR) and Mexican American Opportunity Foundation are utilized to obtain eligible students. Current ethnic distribution of students is 40% White, 30% Hispanic, 20% Black, and 10% Asian. A new development in EOP&S is the increasingly large number of older students (displaced workers and homemakers, welfare recipients returning to school) becoming recipients of the EOP&S services.

All participants complete the Student Aid Application for California and are screened to ensure they meet the required income guidelines (maximum income allowed is $12,000 for a family of four). They are interviewed by the program staff and sign a student responsibility contract. Each person is assigned a student peer advisor and is followed up on a regular basis. Most participants are eligible for a grant which is distributed monthly during the academic year. All receive special support services that include pre-college orientation, tutoring, peer advising, academic and career counseling, four-year college transfer assistance, and other services to ensure college success.

The EOP&S staff is comprised of a director/counselor, counselor, outreach assistant, tutoring coordinator, tutors, peer advisors, and office clerical staff. Despite the fact that all of the students are from "disadvantaged" backgrounds, the overall retention rate is quite high. For the Fall 1986 semester it was 93%. During 1985-86 it stood at 87% for the year. In addition, Fall 1986 grades indicate that 80% of the students enrolled in 12 or more units maintained at least a 2.0 GPA. It's readily apparent that the special services are important reasons for the students' high persistence and their success in college courses.

Contact Person:
Manuel Gonzales, Director
Extended Opportunity Program and Services
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4351

Project ASSET

Kirkwood Community College

The purpose of Project ASSET is to provide prospective vocational-technical students with general Kirkwood information, placement testing information and specific program information in a timely manner.

Kirkwood Community College has remained an **open door** community college. It was decided that prospective students should receive useful information regarding the college and their readiness in basic academic skills as soon after they applied for acceptance as possible. It then becomes the prospective student's responsibility to make use of this information between the time they attend Project ASSET and when they begin taking classes in their program. Kirkwood limits the time of application to a maximum of one year prior to the start date of a given program. Therefore, prospective students may have up to one year in which to respond to the information they received during Project ASSET. Some students who have received recommendations to upgrade their basic skills have been able to complete this upgrading in their high schools. Other students have registered in developmental classes at Kirkwood for one or two quarters prior to the start date of their vocational program.

In addition to receiving the previously mentioned information, this system allows the prospective student a chance to visit the college, visit their program area, meet future instructors and establish several contact people at the college. Prospective students can complete the acceptance process with just one visit to the campus. This is very important as the high schools are limiting the number of visits their students can make as excused absences.

Participation in this program is initiated by the student's application form being mailed to the college. Upon receipt of the application form, the college sends a letter to the student inviting him/her to call our phone-in registration office to register for the next available Project ASSET session. During the 1986-87 academic year, the college will offer 42 Tuesday-morning sessions, 12 Wednesday-evening sessions and 9 Friday-morning sessions (for Nursing and Health Technologies only).

During the session prospective students will receive general Kirkwood information from a college counselor who will also provide a handout that the student may keep. The students complete ASSET testing and receive their scores and score interpretations before going to their program area for the specific program information/orientation session. This session is conducted by staff or faculty who work in that program area. This activity completes the session unless the student chooses to visit other areas of the college. The student is provided with acceptance information before leaving their program area that day.

The college initiated Project ASSET during the Fall quarter, 1983. We serve approximately 2,000 prospective students per year. The actual sessions are staffed by one counselor, one testing associate and one department secretary. There is a representative available from each of the 50 program areas every Tuesday and all of the Health Technologies programs on Fridays to conduct the information/orientation sessions. Evening participants must contact the specific program area to establish an information/orientation session.

One very important feature is linking Project ASSET to the application process. Students are able to receive information about the college and themselves as soon as they apply. Students who need to upgrade their basic skills have time to do so before beginning their career program.

A second important feature is completion of the application process. During one visit to the campus, students can tour the facilities, receive valuable information, meet future instructors, visit their specific program area and make use of other college services like financial aid, student activities, etc. while completing the application process. Before the student leaves campus, he or she has been accepted into the program of choice.

There is no formal participant evaluation employed at this time. There is an ongoing evaluation of the session and department information/orientation sessions conducted by the appropriate staff. The admissions department interviews high school students and counselors about the process as a routine aspect of their liaison with the high schools.

Contact Person:
Bob Burnes
Director of Developmental Education
Kirkwood Community College
P.O. Box 2068
Cedar Rapids, IA 52406
(319) 398-5584

Serving the Underprepared Student

Scottsdale Community College, Maricopa Community Colleges

Scottsdale Community College, while maintaining an open-door policy, is constantly confronted with the challenge of making sure that its underprepared are impacted positively.

We recognize that students' persistence and success is often related directly to individual contact and ensuring that proper guidance and support services are made available. It will continue to be our effort to provide an effective student assessment coupled with developmental support in an effort to assist the low achiever in meeting their goals.

Identification of Students:
Scottsdale Community College makes an effort to identify the underprepared student by various means. All new students are assessed if they register for six or more hours. The tests are evaluated with special interest and reference made on the low scores. We also use high school transcripts to include the program and curriculum in which the student was involved during their high school tenure. Based upon this review, recommendations are made with emphasis on special courses. Recognizing that some students entering college for the first time may have taken the ACT and SAT assessment battery, these scores are also evaluated for recommendations in course assignments.

Orientation:
Orientation follows group testing. During the orientation process, test scores are defined. Strong recommendation for class assignment is made at this time. Students are recommended to take remedial reading, mathematics and writing. It is also stressed at this time during orientation that if a score is below normal in reading, for example, there is a possibility that the reading deficiency will affect the progress that is made in other courses, and in all instances, a recommended curriculum is advised.

Developmental Courses:
Over the years, Scottsdale Community College has had developmental courses as a part of its ongoing curriculum. The purpose for the establishment of the developmental education curriculum was to provide and give special attention to the underprepared student. Developmental courses are provided each semester as follows:

ENG061	Basic Skills
ENG071	Review of English Fundamentals
MAT055	Arithmetic Review
MAT077	Introductory Algebra
RDG078AB	Spelling Improvement
RDG091	College Reading Skills I

Special attention is given to the underprepared student through our tutorial center. One-on-one tutoring is made available at no cost to all students. The underprepared are especially encouraged to take advantage of this service.

Academic Advising:
The President of the college recently established an Ad Hoc Advisement Committee and assigned the committee the responsibility of redesigning the advisement program at Scottsdale Community College. The advisement program is intended to involve faculty throughout the advisement process. A draft report has been completed and the implementation of this program is scheduled for Fall 1987. The Ad Hoc Advisement Committee working with the Ad Hoc Retention Committee will develop a more formal structure for serving the underprepared student. It is also anticipated that this plan will be implemented by Fall 1987.

Contact Person:
Dr. Herman Walker
Dean of Students
Scottsdale Community College
9000 E. Chaparral Rd.
Scottsdale, AZ 85256
(602) 941-0999

LEAGUE for INNOVATION
in the Community College

University of California, Berkeley Preparatory Program (Cal-Prep)

College of Alameda, Peralta Community College District

Purpose:
The program is designed to enhance the entry level of students planning transfer to University of California, Berkeley, who come from educationally and economically disadvantaged backgrounds. The student must also be a member of one of the underrepresented minority groups on the Berkeley campus (Black, Chicano, Latino, Native American, or Filipino).

Activities of the Program:
College of Alameda and the University of California, Berkeley, have collaborated on this program since 1981. Currently, twelve students are enrolled. In addition to the administrator in charge of the program, a counselor and faculty from the math and English disciplines at each institution are involved in articulating competency levels that Cal-Prep students must have before transferring to the University of California, Berkeley. Presently, four College of Alameda staff members interview and develop a prospective educational plan for each Cal-Prep student. The plan includes courses that the student must take at Alameda. When the student fulfills his/her Cal-Prep requirement, he/she is given an exit interview to ensure that the student has met the predetermined competency levels. The student is then recommended for transfer to the University of California, Berkeley.

Program: Beginning & Staffing:
The Cal-Prep activities began in 1981, with a starting group of six students and four staff members. Currently, there are twelve students and four College of Alameda staff members administering the program.

Special Features:
Faculties from two different institutions (community college level and university level) worked cooperatively and have agreed upon competency levels for students in this program.

Evaluation:
The Cal-Prep program is evaluated regularly on the basis of the progress being made by students who have already transferred to the Berkeley campus and by the progress made by Cal-Prep students who are still taking courses at the College of Alameda. Also, all the support services such as counseling, tutorial assistance, etc., are evaluated every year.

Contact Person:
Gunther Puschendorf, Assistant Dean
Arts and Letters Division
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501,
(415) 748-2234

LEAGUE *for* INNOVATION

in the Community College

LEARNING/BASIC SKILLS CENTERS

Basic Skills Interdisciplinary Block Program

South Mountain Community College, Maricopa Community Colleges

South Mountain Community College offers basic skills students a 13-hour interdisciplinary block consisting of nine hours of below 100-level skills courses — three hours of reading, three hours of English, three hours of study skills — one hour of counseling, and three hours of 100-level music humanities. In addition to offering developmental students three credit hours that apply toward graduation, the music humanities course provides a focus for the skills courses. The skills courses, in turn, help students develop the academic skills necessary to succeed in the content course. Because the reading, English, and study skills courses are not taught in isolation, a transfer of these learning skills to other courses in anticipated.

Initially students are assessed to determine their skill levels. Only those who are a semester away from taking 100-level courses are admitted to the program. Student progress is carefully monitored. Students are expected to sign a contract agreeing to attend study sessions in the Learning Assistance Center with tutors who are assigned to the program.

This program should contribute to the retention of developmental students as they form academic relationships and friendships growing from shared learning tasks.

Contact Person:
Jacqueline Jaap
Basic Skills Coordinator
South Mountain Community College
7050 South 24th Street
Phoenix, AZ 85040
(602) 243-6661

LEAGUE for INNOVATION
in the Community College

Basic Skills Program

Brookdale Community College

In 1974 Brookdale instituted a comprehensive, *required* pre-registration basic skills testing, placement and post-registration developmental instructional program. This was five years before New Jersey mandated the same of all its public colleges and universities.

In 1987 Brookdale's developmental program consists of:

1. *Strong outreach activities* with schools and community groups in which students, faculties, counselors, administrators work together on concerns of and activities for the underprepared students.

2. *Pre-registration activities* which include required testing of all full- and part-time entering freshmen (with certain exceptions) with the New Jersey College Basic Skills Placement Test; required advisement of *all* students on an individual basis with the professional counseling staff and the required placement of appropriate students (using mutliple assessment) into the appropriate developmental courses; financial aid advisement and assistance.

3. *Multi-level required developmental courses* to accommodate the range of student skill levels and rates of learning, are offered in reading, writing, computation and elementary algebra. The courses are available days, evenings, Saturdays and are taught by the same faculty teaching college-level courses. The courses include both class and required complementary labs in which instructors and lab assistants work in a symbiotic-like relationship monitoring and prescribing for individual student success. Group and individual learning activities focus on developing problem solving, critical thinking and meta-cognition skills. Student progress is monitored weekly by both instructors and counselors using a computer-aided monitoring system and student/instructor/counselor conferences.

   A human development course is also required of students who are assessed as underprepared in two or more developmental areas. Goal and task defining, setting priorities and schedules, student responsibility for learning and problem-solving techniques are explored.

4. *Staff development activities* for full- and part-time faculty, staff and administrators are developed by the instructional and counseling teams and the Basic Skills Committee. Pilot programs and studies, workshops, conferences and mentoring of new personnel take place during the year.

5. *The Office of Research* is used for the preparation of longitudinal reports including N.J. College Basic Skills Placement Test results, student placement, course completion rates, student retention/progress and success. Those reports sent to the N.J. Department of Higher Education are shared with Brookdale faculty, administrators and staff.

6. *The Basic Skills Committee* made up of faculty, staff and administrators from all areas of the college and chaired by the Basic Skills Coordinator investigates, advises and acts on concerns affecting underprepared students.

7. *The Basic Skills Coordinator* acts as a liaison between the instructional teams, counselors and college administration; acts as a representative of the college with state and national committees, organizations, coordinates or supports developmental activities at the extension sites; facilitates many of the staff development activities, and acts as an advocate for the underprepared and learning disabled students.

Facts About Brookdale's Basic Skills Program

Brookdale's full- and part-time enrollment is approximately 12,000 students. At least one-third of all entering freshmen will be required to take a developmental reading, writing, or math course, or any combination of the three during their first semester. Completion rates for developmental courses range between 70-75%. The latest longitudinal studies show that:

A. Retention rates are higher at the end of both two and four semesters for those students who completed remediation than for students *who did not need remediation*.

B. Students who completed remediation have almost the same passing rates in college courses and attain a grade point average only slightly lower than students not having needed remediation.

Contact Person:
Sydelle Sipress
Basic Skills Coordinator
Brookdale Community College
Newman Springs Road
Lincroft, New Jersey 07738
(201) 842-1900, ext. 498.

College Preparatory Program

Santa Fe Community College

Based on the premise that awareness is the first step toward remediation, the College Preparatory Program at Sante Fe Community College is organized to provide both initial and ongoing advisement to help students develop awareness of their skill levels as well as the skill requirements for selected programs of study.

In compliance with state legislation that mandates testing and basic skills remediation, all degree-seeking students are required to submit test scores prior to initial registration. Students whose test scores indicate at least two basic skills deficiencies in reading, writing, and/or mathematics are directed to the College Prep Advisor. The advisor explains the relationship between the students' test scores and the opportunities for remediation in the College Prep Program. Students are assisted in planning their first semester of study and in registering for those courses required for remediation.

In an attempt to reinforce the initial information and provide for ongoing awareness, the advisor visits all College Prep classes early in the first semester. This activity, in addition to the feedback received from instructors, helps students realistically evaluate their progress and goals. Subsequently, students work individually with the advisor to plan their next semester of study. During these individual meetings, academic requirements for various careers are discussed and, after minimal counseling, the students may be referred to different areas of the college for specialized counseling and program planning. Early registration for these students is conducted in the College Prep Department to assure individual advisement and program monitoring. This process of academic monitoring, advisement, and registration, which was initiated in 1985, continues until the students have met all their basic skills requirements.

The entire College Prep staff, which includes an administrator, an advisor, ten full-time instructors, three full-time clerical employees, and several part-time instructors and aides, are committed to providing the awareness that is essential to remediation. Approximately 2,128 students were served in this program during 1985-86. Awareness is the first step toward remediation that is the beginning of a postsecondary education for approximately 20% of Santa Fe Community College graduates.

Contact Persons:
Pat Smittle, Chairman Learning Labs or
Dan Coons, College Prep Advisor
Santa Fe Community College
P.O. Box 1530
Gainesville, Florida 32602
(904) 395-5384

College Readiness Program

De Anza College, Foothill-De Anza Community College District

Purpose:
The College Readiness Program is an effort to coordinate assessment, instruction, learning assistance and counseling for all students identified as "remedial" in any basic skill. Its goal is to insure that students are equipped to succeed in college-level work before they undertake that work. It combines services previously dispersed among several departments, including reading, writing, math and services to the learning handicapped. Class instruction and lab curriculum are controlled by parent instructional divisions, with the Readiness Program serving to coordinate those elements with all support services and with the monitoring of student progress.

Activities:
Students are placed in remedial classes, based on placement test results. Concurrent work in a "College Readiness Laboratory" is part of the requirement for remedial classes. The laboratory provides computer-assisted, self-paced, and extensive small-group instruction. In addition to enrolling in the laboratory, all remedial students must pass an "exit" test at each stage of remedial work before being permitted to enroll in the next class level; learning assistance in the laboratory is oriented toward success in the exit tests. Failure of the exit test results in an "In Progress" grade for the lab, with repetition of the lab, not the class, being the avenue through which additional preparation is undertaken. Exit exams are departmentally prepared but are administered by the college Testing Office. For writing classes the exams consist of writing tasks holistically graded by the English Department faculty. There are three full-time laboratory instructors, several part-time instructors and aides who are college graduates, trained and supervised by the lab instructors.

Planning and Special Features:
Planning for the program began in January 1986, with implementation commencing in September 1986 for all writing classes and some reading classes. Full implementation for reading and partial implementation for E.S.L. classes begins in January 1987, with math involvement and completion of E.S.L. services being the goal for the spring quarter.

As of November 1986, the program involves approximately 2,000 students. Lab staff consists of three full-time instructors, four classified personnel, approximately thirty aides and ten student clerks. An affiliated service for 200 learning-handicapped students has six instructors, two classified staff and about twenty aides.

Special features of the program involve the compulsory exit testing and resultant monitoring of student progress through each stage of remediation, the virtual elimination of duplication of services, a unique form of cooperation between instructional divisions and service components, and a computerized record-keeping system activated by bar codes assigned to each student.

A formal professional evaluation of the program is being planned for Spring 1987. Quarterly monitoring of exit-test results, drop rates and course completions will permit partial evaluation before spring.

Contact Person:
Bruce Sturm
Director of the Lab and
Coordinator of the College Readiness Program
De Anza College
21250 Steven's Creek Blvd.
Cupertino, CA 95014
(408) 996-4912

Developmental Studies and Academic Support Services

Meramec, St. Louis Community College

The cornerstone of Meramec's effort to assist underprepared students resides in developmental coursework and in academic support activities. Mandatory assessment is used to identify lack of preparedness. Developmental courses are the primary means to upgrade deficiencies. Academic support services meet student needs that are not easily accommodated in a credit course.

Developmental Coursework

Meramec offers preparatory courses in reading, writing and mathematics. Developmental classes are offered for credit that may be applicable as electives toward an associate degree. Courses are graded and included in computing a student's grade point average. A variety of instructional methods and strategies are used to upgrade student skills. Meramec is especially proud of our new computerized math lab, which will employ "state-of-the-art" technology to provide computer-managed instruction in mathematics beginning the Fall Semester, 1987. The college has also invested energy and monies in using computers as an instructional aid to teach writing skills.

Academic Support Services

Underprepared students can participate in supplemental learning opportunities to upgrade skills. Academic support services are departmentally-based programs and free of charge. Meramec strives to provide academic support when needs are defined that aren't typically met in the classroom. Services include:

An English Learning Center to strengthen vocabulary, grammar, spelling and writing skills. This facility was renovated in September, 1986 to include the use of computers to enhance writing skills.

A Study Skills Center to teach note taking, test taking, textbook marking and time management.

A Tutoring Program enabling successful students to foster the growth of a peer with less confidence, ability or academic experience.

Study Skills Seminars offered by reading faculty and available to students on a walk-in basis.

Academic Counseling to explore a student's motivation, ability to persist and academic skills.

Contact Person:
Richard A. Black
Dean of Instruction
St. Louis Community College at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314) 966-7679

Diversified Instructional Program for Underprepared Students

Santa Fe Community College

Recognizing that no single mode of instruction provides optimum learning for all students, the College Prep Program at Santa Fe Community College employs various instructional techniques. This program, which consists of large-group lectures, small classes and individual lab work, is contrary to the popular belief that all underprepared students learn best in an individual setting with one-to-one instruction.

In an attempt to help students remediate basic skills deficiencies and move into college-level work as quickly as possible, the reading, writing, and mathematics classes consist of six contact hours each week. The writing and mathematics classes consist of large-group lectures of approximately 150 students where skills and concepts are presented for two hours each week. The small classes of approximately 22 students meet for three hours each week to build on the information presented in the lecture through group work, directed study, and application of skills. The individualized lab allows for one-to-one instruction and additional drill and practice. In the reading classes, the lecture is replaced with two additional hours of structured lab work.

In order to pass the courses and move into college-level work, students are required to demonstrate competency on a departmental exam that addresses the state-mandated skills. A computerized tracking system that monitors the success of students in selected college-level courses after they leave the College Prep Program has been beneficial in evaluating the College Prep Program and making curriculum adjustments.

Contact Person:
Pat Smittle, Chairman, Learning Labs
Santa Fe Community College
P.O. Box 1530
Gainesville, Florida 32602
(904) 395-5384

Learning Achievement Center

Forest Park, St. Louis Community College

For the past seven years, all students in the academic and career programs at St. Louis Community College at Forest Park have been required to take a diagnostic battery of mathematics, reading and English examinations. The placement test allows the counselor and/or faculty advisor to identify students that might not be prepared to enter into college-level course work.

The Nursing Department requires the Nursing Diagnostic Mathematics Test and the Nursing Diagnostic Reading Test. The test questions are directed toward health requirements that a student nurse or a graduate nurse will face. Examples of this are percentage problems, fractions and decimal equations. This math test allows the instructor to determine if the prospective nursing student will be able to deal with metrics and mathematics that are required for medicine dosage calculations and charting of medications.

The reading diagnostic test is basically a different reading test than is taken by all students requesting admission to the college. A score of reading comprehension is required at the 11th-grade level due to the textbooks and level of reading that is required for medical journals and reading assignments.

When the admission process is complete and the department chair has indicated acceptance of the student into the program, the relationship between the Learning Achievement Center and the Nursing Department becomes more involved.

Although enrolled students may have passed the diagnostic test (given five times per calendar year), some students still require additional practice or tutoring. These students are usually identified by the nursing faculty and are referred to specific individuals in the Learning Achievement Center for additional work. This work often is at a one-on-one level and utilizes program texts, visual presentations, and a good deal of writing of materials with Learning Achievement Center professionals. This service is free; however, the student is not excused from nursing course/lab/practicum requirements.

Special sections (15-30 students) are scheduled and offered in conjunction with the Learning Achievement Center and the Nursing Department. In addition, individual help can still be arranged.

Evaluation of this program can be identified by the successful completion of the work in the Learning Achievement Center and the students' successfully returning to their course of study in the Nursing Department. This is not looked upon as punishment by most of the students as most students who attend know they are unprepared and are most willing to accept the additional help and instruction, and even come "on their own" to seek additional help. Referred students are expected to return with a status report given to the faculty by the student.

A very effective and productive working relationship has been maintained by the nursing staff, department chairperson, and the staff in the Learning Achievement Center.

Approximately 100 students utliize this service and referral program during an academic year and most students spend four hours per week; however, some students may achieve the results and know the information required with as little as an hour or an hour and a half of "refresher" instruction.

Contact Person:
Philip D. Carlock
Associate Dean of Instruction for Life Science
St. Louis Community College at Forest Park
5600 Oakland Avenue
St. Louis, Missouri 63110
(314) 644-9312

Learning Center

Mesa College, Maricopa Community Colleges

The Learning Center at Mesa Community College recognizes that attempts to enroll a broader spectrum of the population in occupational programs at community colleges have brought into focus the problems of underprepared students, particularly their lack of reading, computational and study skills. Remedial course offerings and curriculums, thought to be designed to meet the needs of academically underprepared students, continue to be offered in the same manner as those which offered little or no success to these students in the past. Our observations of the characteristics of these particular students and the curricular changes/enhancements that must be made to accommodate them are a necessary focus of Learning Center services.

That our entering community college occupational students have reading, computational and study skills problems is not a recent realization. However, the number of students with such problems is increasing, and their deficiencies are more severe, judging from the expansion of our reading, math, and study skills programs. There is also a corresponding decline in entry placement test scores. Our District's involvement in pilot testing during Fall '85 and Spring '86, evidenced that between 50-60% of these entering students scored into developmental course ranges for both reading and computation skills.

We believe that unless poor readers and mathematically weak students can become proficient in these areas along with other academic survival skills, e.g. study skills, test taking, etc., their chances of success and advancement in occupational programs are minimal. Traditional classroom strategies and methodologies no longer can be offered to non-traditional learners who are academically underprepared and expected to generate skill improvements necessary for these individuals to move forward. Changes and/or enhancements are needed to make a difference.

The Learning Center is currently planning, developing and exploring new methods of content delivery which will facilitate underprepared occupational student skill-building through comprehensive learning-style analysis, skill assessment, counseling/advisement, and tutorial support to instruction utilizing available technologies.

Objectives:
The following objectives are being addressed this academic year:

Objective 1. Throughout the Fall '86 and Spring '87 semesters the Learning Assistance Center will identify occupationally enrolled and intent underprepared students through referral from the Testing Center, Counseling staff and occupational faculty. Each student will be assessed for skill development specific to occupational area studied/targeted; written plans will document skill improvements to insure monitoring of student progress.

Objective 2. The Learning Center staff, in collaboration with reading, math and occupational faculty will identify, preview, select and utilize additional appropriate software and non-print media which support occupational courses and its underprepared students' skill needs.

Objective 3. Throughout the Fall '86 and Spring '87 semesters, more fully utilize the Learning Assistance Center to provide integrated computer-assisted learning enhancements for underprepared students enrolled in occupational programs/courses. Improvement in basic skill competencies needed for retention and success of these students will be monitored. Student hands-on progress in using the computer and its expanding software, along with basic reading, computation and study skills improvements, will be evidence of success.

Objective 4. The combined efforts of the Reading, Math, Occupational Program faculty and Learning Assistance Center staff will identify and demonstrate more effective ways to meet the skill needs of underprepared occupational students. The strategies and program components developed and implemented will provide a means by which these student support services can be integrated into the fabric of the occupational programs, thus providing quality services to these students. Implementation of these refined strategies will be evidence of alternative program and disadvantaged student success.

Contact Person:
David Palla
Director of Learning Assistance
Mesa Community College
1833 West Southern Avenue
Phoenix, Arizona 85202
(602) 833-1261

Learning Skills Lab
Lane Community College

Purpose:
To provide individualized instruction in a broad range of learning skills in a familiar setting.

Activity:
By designing a learning skills lab in a familiar setting, our success rate for retention of underprepared students has been enhanced.

Students enroll by instructor or counselor referral or by their own self-realization. Instruction is given on a one-to-one basis utilizing textbooks and "language" coinciding with the student's major area of study.

Highlighting the availability of this service, encouraging instructors' participation in the service, and general advertisement with emphasis on the concept that it is a part of "success" at Lane Community College are all a descriptive part of the service.

We initiated the service in 1986. Throughout the trial use of the system, all of our faculty were involved, but one person was responsible for the lab instruction.

Five students were actively involved and 15 students were passively participating.

Because the service is relatively new we do not have a fixed evaluation available. However, in a short period of time, this system has indicated a need for the development of mandatory testing in specific majors within this department.

Contact Person:
Mr. Ted Kotsakis
Department Chairman
Mechanical Technologies Department
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 726-2225

Peer Tutoring

Humber College

Purpose:
The Tutoring Program is a peer service, providing students who are having academic difficulties with individualized instruction from students who have performed well. Tutors are responsible for assisting the individual users in any of the following areas:

- Academic content
- Study skills
- Referral to services on campus when necessary

Target Group:
All "at risk" students in college, self identified or referred.

Description of Practice:
Students who wish to improve their academic performance register with the tutoring clerk the week prior to meeting with their tutor. Students can also receive help through tutors available in the labs. They are allowed two hours a week, per course.

They are assigned a tutor based on common available time between student and tutor. Tutoring hours are Monday-Friday, 8 a.m.-9 p.m.

The tutors are students who have successfully completed the courses they are tutoring.

The tutors are referred by faculty and selected by the tutoring coordinator. They participate in training seminars during the first semester of tutoring — this training is presented cooperatively by Counseling Services, Professional Development and, in specialized areas, by faculty departments.

Outcomes/Results of Practice:
Questionnaire results indicate that the academic performance of students participating in the program does improve:

- 70% reported improvement in understanding of course material
- 61% reported improvement in testing performance
- 55% reported improvement in homework assignments
- 54% reported imporvement in course grade
- 45% perceived tutoring as responsible for the passing of their course.

Status of Practice:
Ongoing, expanding.

Contact Person:
Vinnie Mitchell
Counseling & Health
Humber College
205 Humber College Boulevard
Rexdale, Ontario/Canada M9W 5L7
(416) 675-3111

LEAGUE for INNOVATION
in the Community College

Project Bridge: A Basic Skills Program Designed for the Non-traditional Community College Student

Laney College, Peralta Community College District

Purpose:
Project Bridge is a basic skills program designed for the non-traditional, often minority, community college students who come to Laney College reading, writing, and computing so poorly that they cannot enter programs leading to certificates, degrees or transfer. The purpose of the program is to allow students the opportunity to "bridge" into academic or vocational programs.

Features and Activities:
Project Bridge is contained in three levels. *Bridge I* offers classes in reading, writing, mathematics and two nine-week content courses designed for the students who read at a 4th- to 7th-grade level and need work in whole-number arithmetic and basic composition. *Bridge II* offers the same courses to students who read at least on a 7th-grade level, have mastered whole-number arithmetic and can write a coherent page. *Bridge 3* is a study skills class which includes small-group tutorials and counseling support for Bridge students who are simultaneously enrolled in regular college classes.

Basic to the program is the idea that reading, writing and computing are best learned in the process of communicating about genuine information and ideas. With the objective of bringing genuine information and ideas within reach of low-skilled students, a curriculum model has been developed which includes content courses, stresses the spoken language base, integrates teaching techniques in a student-centered classroom and builds a learning community.

1. Content Classes. Aside from the skill classes mentioned above, the Project Bridge staff have developed content courses in biology, chemistry, sociology, humanities and Afro-American literature. These courses present significant ideas in their respective disciplines and make those ideas accessible to students who read poorly.

2. The Primacy of Natural Language. Important ideas are presented through talk first, and only then through reading. Moreoever, the staff is convinced that if teacher information is to become student understanding, the students must filter it through their own experience and express it in their own words.

3. Student-centered classroom. Although everyone may be working on the same curriculum unit, expectation, demands and level of support will vary from student to student.

4. A learning community. Central to our work is the objective of building a learning community which includes students, tutors and teachers. Because students stay together for all of their Bridge classes, they become very familiar with one another. The staff encourages cooperative work among students and model gestures of support and rapport-building toward students. A guest speaker, a theater party or a visit to the museum are geared to offer students academic enrichment as well as the emotional support that comes from identifying with positive role models.

When did the program begin? The program began in 1979 when three faculty members designed and team-taught basic skills classes for remedial students. Development of Project Bridge was made possible through a grant from the California Community Colleges Fund for Instructional Improvement, and by a three-year grant from the US Department of Education Fund for the Improvement of Postsecondary Education.

Evaluation:
Preliminary evaluation statistics indicate that students enrolled in Project Bridge are twice as likely to continue in school as students enrolled in conventional remedial classes, and that of those continuing, 55% are primarily enrolled in non-remedial classes.

Contact Person:
Margot Dashiell
Coordinator of Project Bridge
Laney College
900 Fallon Street
Oakland, CA 94607
(415) 464-3411.

LEAGUE *for* INNOVATION
in the Community College

Special Assistance Program of Instruction and Support Services for Disadvantaged and Underprepared Students

Merritt College, Peralta Community College District

The purpose of the program of instruction and support services is to remove academic deficiencies.

Activities include: Counseling, Remedial Instruction, and Monitoring of Student Progress.

The program will work with those students having the following characteristics: ethnic minority students who are underprepared to attend local four-year institutions, low income students, first generation to higher education students, and those who indicate some interest in transferring to four-year colleges.

Publicity for the program is through a program flyer distributed to students and via workshops conducted by the project director, counselors, and peer advisors.

The special services program has been in existence for several years; however, the above described activity has been in place for the past three years.

About two hundred students participate in the program on an annual basis. Staff involved in the program include a project director/counselor, an hourly counselor, a program clerical assistant, and four to five peer advisors.

There are two special features of the program:

> Counseling Component: A thorough assessment of basic skills is required of each program participant. Students that need remediation are placed in the appropriate developmental skills class.
>
> Instructional Component: Special mathematics and English instructors teach these classes. The courses are designed to deal with the fundamentals of these two disciplines. The instructors are selected specifically to work in this special program. Not only must they have experience in working with diverse groups, but they must be familiar with the use of computers, and in using various instructional modes (criterion reference testing).

Monitoring of Student Progress: In addition to all participants being required to enroll in an orientation-to-a-college course, peer advisors are assigned a case load of 8 to 10 students in a Buddy System. The intent is to help students on a one-to-one basis during their first contacts with the college in a big brother/sister program. Tutors are available to assist in both remedial courses. For those students needing special assistance, a counselor/enabler is available to provide special diagnostic testing. Each program participant is required to have at least three counselor contacts per semester.

Evaluation is available for the past three years. A year-end report is prepared for submission to the U.S. Office of Education.

Contact Person:
Alze Roberts, Counselor
Merritt College
12500 Campus Drive
Oakland, CA 94619
(415) 531-4911

LEAGUE for INNOVATION
in the Community College

Strategic Learning: A System for Academic Improvement
Johnson County Community College

Rationale

Community colleges are increasingly finding themselves caught between what seem to be two opposing forces: their historical commitment to open access, and mandates to document excellence in their programs and in the performance of their students. In an attempt to deal with these issues, Johnson County Community College has initiated a Learning Strategies Program which teaches students to use cognitive and meta-cognitive skills to help them become independent, effective and efficient learners.

Program Description

The Learning Strategies Program consists of three phases. In phase one, the Strategic Learning System, students learn a core of eight task-specific strategies tied to a specific content course in which they are enrolled. Phase two, Generalization, encourages maintenance and transfer of the acquired strategies to other classes and situations. Phase three is the Executive Strategy in which students develop their own personalized strategies. Each strategy is taught to mastery level using an eight-step effective teaching/learning model developed at the University of Kansas Institute for Research in Learning Disabilities and adapted by Johnson County Community College for general-education students who wish to improve their study and self-management skills.

Program Implementation and Evaluation

The program was initially piloted in the Spring of 1983 with twelve students using one specially-trained, part-time instructor and one adjunct English instructor. In its current semester, the program, now with three full-time and two part-time instructors, has served 407 students directly and has tested an additional 893 as controls for the ongoing research of the program. Learning strategies have been offered in conjunction with U.S. History, Introductory Psychology, Chemistry, Nursing, and Electronics courses. Extensive evaluation has indicated that, after a semester of strategies training, students demonstrated better study habits and attitudes, earned significantly higher grades, and were more likely to successfully complete their courses than "non-strategies students," even though there were no differences in these measures at the beginning of the semester.

Contact Person:

Pegi Denton, Instructor/Coordinator
Learning Strategies Program
Johnson County Community College
12345 College at Quivira
Overland Park, Kansas 66210-1299
(913) 469-8500

BASIC SKILLS / WRITING

Student Retention Aided by Human Development Courses

El Centro College, Dallas County Community College District

The newly-implemented strategy of requiring HD 100, a human-development course, for students with low reading scores is definitely working at El Centro. As described in the course catalog, this new one-semester-hour orientation course introduces the learning environment to students, including career, personal study skills, educational planning and skills for living. Emphasis is placed on exploring career and educational alternatives and learning a systematic approach to decision making. A wide range of learning alternatives is covered and opportunity is provided for students to participate in personal skills seminars. HD 100 is open to all new students and required of all new students taking more than six credit hours and scoring below 26 on the reading comprehension test.

The grades, retention from Fall to Spring, and withdrawal from all Fall courses of students from HD 100 classes, as compared to students enrolled in similar courses and not enrolled in HD 100, showed very favorably. The grades for students enrolled in HD 100 were slightly higher. Approximately 73% of those enrolled in HD 100 returned to El Centro in the Spring compared to only 55% of the control group. Additionally, only 4% of the HD 100 students withdrew from all of their Fall classes, compared to nearly 16% of the control group.

El Centro experiences the highest Fall to Spring retention rates in the DCCCD. From Fall '84 to Spring '85, El Centro retained nearly 60% of the students enrolled, which is well above the District average of 54%. This retention rate was attained even though El Centro awards lower grades than the District average and has one of the lowest course withdrawal rates in the District, which is 25% compared to a 29% District average.

Efforts in Developmental Studies exhibit a similar success rate. From Fall '84 to Spring '85, Developmental-Studies students had a retention rate of 64% overall. This rate is higher than the college average, which noted earlier, is the highest in the DCCCD. Students enrolled in Developmental Writing had an amazing retention rate of 69%. Another encouraging fact is that retention rates for Developmental-Studies students continue to rise even with heightening standards and exit exams. These statistics offer some solid evidence that El Centro's efforts to retain students are working.

Contact Person:
Bettie Tully, Director of Counseling
El Centro College
Main at Lamar Streets
Dallas, Texas 75202-3604
(214) 746-2067

Support Program for College Students With Learning Disabilities

Brookdale Community College

Over the years Brookdale has tried to help the increasing number of college students with learning disabilities develop the appropriate alternate strategies they need for processing and/or communicating information. We did this informally, and not completely satisfactorily, during our developmental reading and writing classes and labs. In 1983, Brookdale formally instituted a support program for students with learning disabilities which has become a model in New Jersey.

Today, Brookdale's Learning Disabilities Support Program consists of diagnostic and prescriptive services, support courses to help students develop alternate learning strategies to circumvent their neurologically-based difficulties, individualized tutoring with professional tutors, individual and group counseling, liaison between the learning disabilities specialist and college course instructors, community outreach programs, and summer-orientation sessions. The program is directed by our learning disabilities specialist (LDS), a position created by the college in 1983. Our LDS develops curriculum and assessment; selects and trains tutors; clinically diagnoses students; acts as a resource person for college and community, and teaches. She works closely with the Basic Skills Coordinator and the Director of Adaptive Services.

Students become part of the L.D. support program through referral by counselor, parents, college-course instructor, or self. They register for Academic Skills Workshops which are taken concurrently with their other college courses. There are four levels of workshops — 096, 097, 098, 099 with multiple sections. Each section is limited to ten students meeting two hours per week as a group with an instructor. Each student also meets individually 1-2 hours per week with a professional tutor. The tutors help the students apply the strategies learned in the workshops to college course material. The cost is that of a four-credit course plus a $45 fee. The credits are institutional: to be used for financial aid purposes but not toward graduation.

At the present time 80 students are registered in the support program and another 40 students use the L.D. drop-in services. The drop-in coverage is available for those students who have been referred after the fifth week of the semester and who need immediate help if they are to survive at college. They formally register into the program the following semester. Brookdale's L.D. students are enrolled in almost every course on campus, and those in the support program pass their courses at the same rate as our general college population. Upon graduation, many transfer to four-year colleges.

Evaluation of the program has begun, and the early results are encouraging. The completed study will be available in late Spring 1987.

Contact Person:
Sydelle Sipress or Sally Sorrell
Brookdale Community College
Newman Springs Road
Lincroft, New Jersey 07738
(201) 842-1900, Ext. 498.

LEAGUE for INNOVATION
in the Community College

Technical Assistance Center

Forest Park, St. Louis Community College

The Science and Technology Division of St. Louis Community College at Forest Park has established a Technical Assistance Center (TAC) for the purpose of recruitment and retention of technical students. The concept of this facility is to provide delivery systems to augment the student learning process in a non-traditional manner. The goal of the project is to interact more directly with "outside" organizations as well as internal students and organizations, and to find ways to accommodate vocational students who come to the college in various stages of preparedness and levels of competencies.

We have formalized our efforts to provide educational programs and opportunities to companies, labor unions, professional societies, and traditional students. The TAC has been established for the purpose of evaluating the student's needs, prescribing methods of assisting the student to make up their deficiencies, and providing learning materials to prepare the student. The TAC has allowed the college to respond quickly and comprehensively to satisfy the needs of students who do not have sufficient background in order to proceed in classes in an orderly manner. We have developed a test file for the Coordinator to evaluate student's deficiencies, and are in the process of developing a method to grant credit for experiential learning. We propose to develop a data base computer program to keep track of and cross reference the large amount of reference materials, evaluation and sample test, and educational materials. There has been a good response to the access and utlilization of these materials.

To prescribe a course of action to remedy student weaknesses, we have acquired a large quantity of educational material and equipment from various departments of our college. The equipment includes laser videodisc players, videotape players, microcomputers, trainers, lab stations, drafting equipment, and model-building kits. We propose to purchase additional current nontraditional, technical and high-demand occupational training materials. We are considering an authoring program for laser videodiscs tutoring program development.

We are in the process of shifting additional equipment to the TAC to accommodate the high demand for this vocational training. This equipment includes: microcomputers, high-tech microprocessor trainers, computer-aided drafting and design equipment, videotape players, and additional lab stations. We are converting portions of filmstrips and slide presentations to videotape for use in the TAC. We are adding modern technological advances to these presentations.

Student tutors and educational materials are provided to help each student reach the performance level needed in their required course work and to assist them in the integration of technologies. We have also accumulated printed reference materials that are not commonly found in libraries or other reference areas. These materials include: manufacturer's databooks, catalogues, and handbooks; charts; graphs; tables; etc. We propose to expand this resource for effective job-readiness training.

We are involved in video laser disk interactive courseware evaluation studies through the League for Innovation called "Project Leader." This project involves several companies and community colleges and is implemented through the TAC. It has provided us with equipment and software that is a significant part of our learning materials.

Contact Person:
Daniel B. Miller, Associate Dean
St. Louis Community College-Forest Park
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9285

English / Writing / Reading

Computer Learning Lab
Florissant Valley, St. Louis Community College

Background and Statistics:
The Division Computer Lab began operation on a limited basis in 1984 and now has grown to serve approximately 1,000 students per year. The lab is open 25 hours per week and is staffed by a student worker.

Services:
The Division Computer Learning lab is available to all students who have a class in the Communications and Arts Division. Students may be referred to the lab by the instructor to use a specific software program, or they may come on their own to improve their skills or to use the word processing programs.

Students are asked to sign in as they enter the lab and sign out when they leave. Instructors may give students forms to take with them to the lab; the lab assistants will sign these forms upon completion of the assignment. Lab assistants are available to assist the students in the use of the software; the assistants will also help students format and print their work from the word processing program.

Learning software includes English grammar and punctuation, reading comprehension and vocabulary, journalism software, programs in French, Spanish, and German, as well as the word processing program and Apple Works.

Contact Persons:
Dr. Arthur C. Meyer, Associate Dean, Communications and Arts Division
Vicki Lucido, Division Administrative Secretary
St. Louis Community College at Florissant Valley
3400 Pershall Road
St. Louis, Missouri 63135
(314) 595-4464

Electronics / ESL

Eastfield College, Dallas County Community College District

In July, Eastfield College was awarded a $104,400 Job Training Partnership Act (JTPA) grant. The purpose of this innovative grant is to develop a video-based model for teaching technical skills to students whose native language is not English. The grant will provide entry-level electronics instruction for 91 trainees.

JTPA trainees attend classes five days a week. They receive basic, advanced, and technical English as a Second Language (ESL) instruction during the morning hours and in the afternoon they are enrolled in the technical-credit courses. All technical courses are videotaped each day and viewed the following morning by the ESL students. This model of ESL instruction can be replicated in other technical areas; it emphasizes the "total physical response" method.

All tuition, fees, books, and supplies are paid by the grant. Trainees do not receive a stipend for attending classes, and their income must be minimal in order to meet JTPA qualifications. Classes are scheduled over two ten-week sessions. Each trainee will receive approximately 725 hours of instruction. At the end of each twenty-week training period, trainees will be placed in entry-level electronics and computer-related jobs.

The first class of 24 began on September 2. The class includes Afghan, Cambodian, Chinese, Ethiopian, Hispanic, Laotian, and Polish students. Fourteeen trainees are male; ten are female. Other groups are scheduled to begin in November and February.

Contact Person:
Lu McClellen
Dean of Career and Continuing Education
Eastfield College
3737 Motley Drive
Mesquite, Texas 75150-2099
(214) 324-7198

Elements of Writing: A Rescue Mission for Underprepared Writers

Kirkwood Community College

Elements of Writing is a course designed to meet the needs of the 20 to 25 percent of our student population whose placement test scores indicate their writing ability lies in a zone between developmental/remedial and the collegiate level. Generally, these students possess potential to develop their writing skill but for various reasons they come to us underprepared to perform successfully in Composition I, where the majority of our students are placed. Writing faculty report that these underprepared students tend to believe they do not have worthwhile ideas to share with readers. They lack confidence and, in most cases, they appear not to have had enough previous writing practice. In 1984 we carefully analyzed 500 essays written by students in a pilot test and we discovered their major writing deficiencies include logic, organizaiton, central idea, supporting evidence, and expression. *Elements of Writing* was designed to meet the needs of these underprepared students.

The course consists of five major components: journal writing; thinking skills; writing about self; relating writing to everyday problems, i.e. decision making, and exit essay instructor exchange. In writing about self, students write about their past, present, and future. To help them discuss their past, one approach may be for students to receive instruction in ways to research their genealogy; for their present, they may discuss their values; for their future, they may discover through ACT's VEISA what career, vocation, or profession possibilities there are for them. The final essay exchange enables understanding of departmental standards for *Elements* writers. To undergrid the writing activities, the instructors create a classroom environment where students become comfortable with their writing and with themselves.

Elements of Writing was pilot tested in Spring 1985 and then implemented Fall 1985. In five quarters (Fall 1985 through Fall 1986) approximately 1300 students have taken *Elements* typically taught by eight full-time and part-time instructors. We recognize we need to strengthen the thinking skills component through faculty training and classroom experimentation.

Both student and faculty evaluations were made when *Elements of Writing* was pilot tested. Also, the initial Fall 1985 test group will provide us an exit evaluation and exit essay exam in April 1987 when they are near graduation. Some informal data collected so far show improved student persistence. The course performs a rescue mission for these underprepared, but promising, students.

Contact Person:
Mary Wilson, Writing Coordinator
Communications Arts Department
Kirkwood Community College
P.O. Box 2068
Cedar Rapids, IA 52406
(319) 396-4594

English as a Second Language (ESL) Workshops

Western Campus, Cuyahoga Community College

Propose:
(1) to help students increase basic grammar skills in the writing process.

Activities:
Workshops are scheduled weekly for four hours each week.

Workshops emphasize exercises in textbooks, and vocabulary work.

Workshops are presented by the Developmental Education staff, and are evaluated by an ESL instructor.

Contact Person:
Mr. Michael J. Ketterick
Assistant Director of Developmental Education
Cuyahoga Community College Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130
(216) 987-5257

ESL Learning Center

South Mountain Community College, Maricopa Community Colleges

The purpose of this program is to give ESL students organized practice outside the classroom in all four language skills.

The following reasons for the center reflect the kinds of activities students will engage in:

1. Certain language skills and subskills can be introduced and/or reinforced very effectively in a structured setting outside of the classroom and it is not necessary to take a lot of (if any) classroom time to cover these areas. For example, training for aural vocabulary, word-order, etc., can be facilitated in a structured setting outside of the classroom, thus freeing-up classroom time ordinarly taken to introduce and/or reinforce these areas.
2. A structured setting outside of the classroom provides self-conscious students (a common phenomenon in second-language learning) a chance to make mistakes in the privacy of practice stations, and not in front of a "critical" audience. A student can write/record orally and erase as often as necessary until a good paper/performance is achieved.

The program will begin in the Fall of 1987. All ESL students will be required to spend a minimum of two hours per week in the center.

While it would be possible to add more courses to the curriculum, and thus increase the number of student contact hours, it would be more beneficial (and more cost-effective) to have language-learning activities in a structured setting outside of the classroom. This provides for students' individual language needs in the following ways:

1. Language skills of our students are upgraded through reinforcement and expansion of language skills and subskills that are presented in the classroom.
2. Subskills that are not covered in the classroom due to time limitations, yet can be effectively attained in a structured setting other than the classroom, are introduced.
3. Individualized instruction for the accelerated student as well as for the slower-paced learner is promoted.
4. Independent study in English for special purposes (i.e., science/technology, business, etc.) is encouraged.

Contact Persons:
Belen Servin or Lupe Villicana
ESL Co-Coordinators
South Mountain Community College
7050 South 24th Street
Phoenix, Arizona 85040
(602) 243-6661

LEAGUE for INNOVATION
in the Community College

Grammar and Study Skills Workshops

Western Campus, Cuyahoga Community College

Purpose:
(1) to help students review basic grammar skills.
(2) to improve reading comprehension
(3) to improve writing skills.

Activities:
Workshops are scheduled throughout the quarter.

Workshops include viewing of videotapes, lectures, group participation and review of handout materials.

Workshops are presented by the Developmental Education staff and are evaluated through direct feedback from students.

Contact Person:
Mr. Michael J. Ketterick
Assistant Director of Developmental Education
Cuyahoga Community College Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130
(216) 987-5257

Keeping Hispanic Students on the Road to a Degree

Laney College, Peralta Community College District

Descrption:
The Puente Project is a year-long writing, counseling, and mentoring program designed to help Mexican-American community college students succeed in academic and career goals. Puente integrates the skills of an English teacher, a Mexican-American counselor, and Mexican-American professionals into a team structure which assists students in making academic improvements that profoundly affect their lives. Working together, the counselor, teacher, and mentor provide students with individual, non-traditional counseling; with writing instruction that engenders improvement in all college courses; and with personal contact with professionals who serve as role models.

Purpose:
The purpose is to have students, in two semesters, successfully complete English 1A and mediate their transfer to a four-year college. Most Hispanic students spend five full semesters in English courses preparing for 1A and in attempting to complete it.

Activities:
Students take two English courses, the first an entry-level writing class; the second, English 1A, the college transfer-level composition class. The same students remain with the same teacher for the entire two-course sequence. Simultaneously, the counselor pairs students with mentors selected to match the students' career interests. The counselor attends the English classes, reads journals, and participates in discussions regularly.

The mentors are judges, lawyers, psychologists, accountants, reporters, university administrators, council and school board members, doctors, scientists, and people in business. Respected leaders of the Mexican-American community, they provide models of commitment to the community, showing students that success is possible without having to abandon cultural identity. They share with students how they managed to struggle through the educational system, how they dealt with prejudice, and how they juggled family responsibility and personal careers. Students interview their mentors and write reports of the experiences to share with their classmates.

Program Began:
The program began at Laney in 1985 as an adjunct to a pilot project which was completed at Chabot College in Hayward, California, by Felix Galaviz and Pat McGrath in 1982 and 1983. Currently, the program is conducted in ten colleges under the sponsorship of the University of California and the California community colleges. Each college has two faculty members, and the central administrative office is administered by Galaviz, McGrath, and a secretary, Janet Kodish. Approximately 250 students are currently involved in the program statewide.

Special Features:
The number of students completing English 1A rose to 12 times the rate of any previous semester. This is the only program linking Hispanic students with the Hispanic community. It includes a Hispanic counselor working in partnership with an English teacher to reduce the number of semesters necessary for students to complete college-level English 1A.

Evaluation Information:
An evaluation component has been included from the beginning of the projects. Contact Felix Galviz for details.

Contact Persons:
Felix Galaviz and Pat McGrath
317 University Hall
University of California, Berkeley
Berkeley, California 94720
(415) 643-6648

Jan Wall
900 Fallon
Laney College
Oakland, California 94607
(415) 464-4167

Reading and Study Skills Center

Florissant Valley, St. Louis Community College

Background and Statistics
The Reading Lab began operation in 1973 and has grown to serve over 800 students per year with a staff of one full-time faculty supervisor, one full-time educational assistant, and two part-time educational assistants.

Services
The Reading and Study Skills Center provides a variety of services for students and staff.

Services for students include directed reading practice for students enrolled in reading classes, independent study courses which are offered for credit and walk-in study skills assistance which is available to all students free of charge. The one-credit-hour courses offered are Spelling Improvement, Vocabulary Improvement, Study Skills and Notetaking, and adjunct study-skills courses in Political Science, Nursing, and Sociology. Reading Lab, a two-credit-hour course, is designed to provide comprehension improvement. The Center is open and staffed by professionals four days with evening hours until 9 p.m., and with Friday hours until 3 p.m.

A series of Study Skills Seminars is offered each semester free of charge to any and all interested students.

Services for faculty include class testing with the Nelson-Denny Reading Test, study-skills lectures tailored to classroom needs, and readability analyses of textbooks.

Contact Persons:
Mary Seager, Chairperson, Reading Department
Marge Bagwell, Reading Lab Supervisor
St. Louis Community College at Florissant Valley
3400 Pershall Road
St. Louis, Missouri 63135
(314) 595-4462 or (314) 595-4453

LEAGUE for INNOVATION
in the Community College

Remedial English Core Curriculum Project

Los Angeles Community College District

The Division of Educational Research and Planning has brought English, developmental education, and learning-assistance faculty together to design an integrated, well-articulated, comprehensive remedial English curriculum incorporating all these disciplines. The design will accommodate the policies proposed by the Board of Governors for "Strengthening Academic Standards" as well as Title V and lead to an associate degree or enrollment in English 101.

English faculty moved first to develop a proposal which included a flow chart depicting a *Remedial English Core Curriculum and Competency Test* to restructure their precollegiate offerings. Developmental communications faculty worked to clarify their courses and standardize their units across colleges so relationships to the English core could be determined. Faculty from each of the three disciplines representing the nine District colleges have worked out threshold competencies required to move from one level to the next in the five-level sequence of courses leading from the lowest entry skills to readiness for a degree or transfer.

The flow chart describes a sequence of integrated reading/writing courses at four levels which can carry the student from a basic remedial level to a state of preparedness for English 101. Entry of new students into an appropriate level will be based on the currently used ACCESS test in conjunction with a writing sample which should be written and scored prior to the beginning of classes.

After an initial placement based on ACCESS scores, movement upward through levels E, D, C, B to A will be based on student scores on a set of competency tests which will include a writing sample based on a reading and a reading-comprehension test. Through broad participation and creative cooperation, District faculty are working to reach concensus on the competency-testing process which includes prompts, rubric, criteria and reading materials for the writing samples and the plan to standardize and coordinate districtwide testing.

The purpose of the tests is to provide mutliple measures of student competency. Differentiation between levels will be based on:

a. length and complexity of the assigned readings.
b. length and complexity of the writing assignments.
c. increased control over writing conventions.

Because some students require longer than one semester to master competencies for the next level, each level has been designed to provide parallel course(s) to accommodate these learning needs.

The LACCD initiated the project in August 1986 and will implement the curriculum in Fall 1987. It will conduct a longitudinal study over a five-year period to evaluate the success of this remedial program.

Contact Person:
Dr. Jeanne Landis
Research and Planning Specialist
Los Angeles Community College District
617 West 7th Street
Los Angeles, CA 90017
(213) 628-7788, Ext. 2545

Success with Tutors

North Campus, Miami-Dade Community College

With few exceptions, all classes at Miami-Dade Community College, North, are heterogeneous, containing students with a wide range of abilities, skills, and cultural as well as educational backgrounds. In spite of efforts to identify students who lack basic skills and place them in College Prep programs, faculty members continue to find, both within and outside of those programs, students who need special attention.

To facilitate the learning needs of the underprepared student, the English faculty identify in their classes students who exhibit good communication skills and proficiency in writing. These students are encouraged to serve as peer tutors to assist their classmates. While peer tutoring began as one of the many educational experiments which took place at Miami-Dade during the late sixties and early seventies, it is today an integral part of the College Prep Writing Program on North Campus and, in fact, has mushroomed into a training ground for future English teachers.

Both the philosophy and success of the Writing Program rest on the concepts of individually-paced learning, personalization and growth through meeting challenges. Students enter the program with varying levels and kinds of deficiencies and have the opportunity to work on a one-to-one basis with English faculty, paraprofessionals, and peer tutors. The tutors help faculty address the special needs of the underprepared student by serving as role models and showing students they *can* be successful. They act as liaisons between the teacher and student — answering questions, dealing with the student's anxiety, establishing and maintaining rapport, orienting the student to instructional materials, clarifying information, providing feedback, making diagnostic decisions and motivating students to learn. The primary responsibility of the tutor is to help students learn "how to learn" rather than to correct their errors.

Some of the advantages of the tutorial program are obvious. One is an overall improvement in the quality of instruction. Another is increased efficiency of the instructor's time and energy. Still another is an improvement in the student's attitude towards writing and learning. Students who exit the program seem to be more aware of their learning problems and needs and, as a result, frequently request tutorial support when they enter college-level English. A tutorial lab provides that support and currently serves over 300 students.

A final advantage, less apparent but not less important, came unexpectedly. Peer tutoring had its effects not only on the students but on the tutors themselves. Despite a rigorous selection process, extensive training demands, and a starting salary of minimum wage, many tutors choose to remain in the position and evolve as trained professionals. Tutoring gives them a sense of accomplishment, builds their self-confidence and often gives them direction leading to a career choice. At a two-year institution, students are usually trained for jobs on campus which terminate upon their graduation. However, many of our tutors who go on to upper-level universities in Dade County, arrange their schedules around our program needs and continue tutoring while attending university classes. Seventeen students who began as tutors in the program are now full-time or part-time teachers in the Dade County Public School System. At Miami-Dade alone, two former tutors are currently holding full-time instructional-assistant positions in English; three are part-time instructional assistants in English, College Prep Writing and ESL (English as a Second Language); one is a full-time associate instructor in College Prep Writing and two others are full-time English instructors. Three who have completed their Masters Degrees in English are teaching College Prep Writing as well as college-level English at Miami-Dade part-time.

As most of us in the teaching profession know, students can often teach each other things which resist assimilation through traditional classroom instruction, and, in the process, acquire a deeper understanding of the subject matter while developing their own communication skills. Such is the case at Miami-Dade. Indeed, peer tutoring promotes intellectual growth and development, not only on the part of the student, but on the part of the tutor as well.

Contact Person:
Elaine M. Ludovici
Miami-Dade Community College, North Campus
11380 N.W. 27 Avenue
Miami, Florida 33167
(305) 347-1270

Use of the Laptop Computer in Basic Skills Instruction

Metropolitan Campus, Cuyahoga Community College

Purpose:

To use computers as word processors to enhance classroom instruction in courses ranging from the Developmental English sequence to English Composition. The laptop computer's versatility and memory capacity:

(1) makes the learning of skills central to the composition of paragraphs and essays considerably easier and more interesting;

(2) increases student success and enhances students' retention enabling them to better achieve their academic and personal goals.

Activities:

Laptop computers are loaned to students for an academic quarter, for use in taking notes, preparing for and working on assignments in class with their instructor's assistance. Work may be continued in the library, at home, or even on the bus. Printers are available for student use.

The Metropolitan Campus has several IBM and Apple computer labs which are used by faculty in conjunction with a variety of software packages, including the Bankstreet Writer. The use of such materials allows them to demonstrate methods of developing and revising paragraphs, correcting sentence structure errors, and correcting other mechanical errors.

Evaluation:

Feedback both from participating students and faculty was enthusiastic indicating that:

- the student recognizes the ease of writing in steps through the use of a computer because materials can be composed, saved, edited, corrected, and printed; manipulation of the parts of a sentence help students understand sentence structure;
- not only were the students writing more, but they were extremely attentive in class;
- attendance was unusually high;
- motivation was extremely high;
- the writing which the students turned in was greatly improved.

It is important to note that these positive outcomes occurred without any special curriculum developments but, rather, by simply changing the student's writing instrument from pencil and paper to laptop computer.

Contact Person:

Mr. Steven Sasala
Division Head of Humanities and Communications
Cuyahoga Community College Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 987-4568

LEAGUE *for* INNOVATION

in the Community College

BASIC ACADEMIC SKILLS TRAINING

English/Writing/Reading
Mathematics/Science
Business/Social Science/Speech

Using the Overhead Projector in the Writing Classroom

Central Piedmont Community College

Central Piedmont Community College is an institution of higher learning where creative innovation is encouraged continually. Thinking of ways to teach English creatively and to help the developmental student become motivated, interested, and excited about writing can sometimes become an overwhelming challenge for even the best of instructors. Using the overhead projector in a writing class is a way to allow students to share and evaluate their own writing samples, develop effective proofreading skills, and gain a deeper appreciation of the writing experience. It is a unique and effective way to develop the writing and editing skills of students in developmental courses.

Briefly stated, the project involves regular use of the overhead projector in the writing classroom. As a part of this, all students submit their required writing assignments and put their names on the back of their papers. Anonymous transparency copies of each paper are made to be shown to the entire class during regularly scheduled group sessions in editing and proofreading. Because the papers are nameless, students experience no sensitivity when their papers are shown on the projector screen. In addition, the members of the class have an opportunity to share their writing samples, listen to new ideas, and sharpen their individual communication skills as well. Implementation of this idea on a continual basis allows all students to help each other and to participate in the development of their own writing skills.

During the last five to eight quarters, students from selected sections of English 9510 at CPCC participated in, learned from, and seemed to enjoy sessions which involved using the overhead projector in the classroom. All of the students involved were very enthusiastic about the variety that this kind of open session brought to the class, and they were eager to submit papers for reproduction and discussion. They made suggestions concerning possibilities for better sentence structure and grammatical correction and were able to do this without destroying the original ideas that students had expressed in their paragraphs. The sessions were so beneficial that students were anxious to begin the activity each day. Even though students' papers were individually corrected for instructional feedback, grading, and the student's own records, the very fact that the paper had already been viewed and discussed by the class as a whole seemed to lessen any negative feelings that the student may have had about errors noted on his paper. Notion of errors was instead viewed as "constructive" criticism.

Probably the most important result of the project is the fact that students learned to "enjoy" putting their thoughts on paper, became less sensitive about grammatical errors, and realized the importance of editing as a part of the total writing process. A comparison of student writing samples passed in at the beginning of the quarter to samples done by the same students at the end of the quarter revealed significant improvement in sentence structure and paragraph development as well as greater recognition of grammatical errors and sharper skills in editing. Students' papers were much better; their self confidence was higher, and their general attitudes toward writing were more positive than ever before. Using the overhead projector in the classes made a tremendous difference in the progress that each student was able to make by the end of the quarter.

Since the true effectiveness of this instructional concept can only be assessed through analysis of subsequent coursework and retention studies, statistical data which include the completion percentages of students who participated in the project and who went on to take Communications 1304 have been prepared, as follows:

Statistical Results

Of the total number of students who participated in this project and have been evaluated since the project began:

- 57% went on to take Communciations 1304
- 55% of those who took Communications 1304 completed the course with a grade of A, B, or C
- 30% withdrew from Communications 1304 for varying reasons
- 15% received a grade of incomplete

A comparison of these figures to studies done in previous years indicates that the above percentages of successful completion of COM 1304 are an improvement over past student performance in the A, C, and I grades. It is felt that the skills that these students gained through continued use of the overhead projector in their English 9510 classroom contributed greatly to this fact.

Contact Person:
Brenda Bilal, Instructor
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235
(704) 342-6992

Writing Center

Florissant Valley, St. Louis Community College

Background and Statistics

The Writing Center began operation in 1970-71 and has grown to serve 3,500-4,000 students per year with a staff of one full-time supervisor, six part-time educational assistants, and three student workers.

Services

The Writing Center serves several different sets of students. First, there are those people enrolled in developmental composition courses (ENG:020 and 030) who must also take a two-credit-hour lab course. These lab courses supplement and reinforce the material from the composition courses. Students are placed into the developmental program in accordance to scores received on the CTBS or the English Placement Test.

Next, there are those people who, for a variety of reasons, take a Writing Center course (ENG:003, 004, and 005). These people may be trying to brush up their basic skills for job-related reasons, or they may need a review to help them through a composition course. These are usually borderline students who have either taken the developmental courses or who have been placed into College Composition I, but have weak grammatical and mechanical skills.

Finally, the Writing Center offers free tutoring to any Florissant Valley student. Many are referred to the Center by faculty from other program areas.

The Writing Center staff, on request, makes presentations to classes in other divisions or administers an assessment test to assist faculty members in determining the skill level of their classes.

Evaluation

To investigate the effectiveness of the lab class program, a study comparing student essays has been completed that demonstrates significant improvement in students' proofreading and revising skills after completing the lab classes.

Contact Persons

Emily Liebman, Chairperson, English Department
Susan Lagunoff, Writing Center Supervisor
St. Louis Community College at Florissant Valley
3400 Pershall Road
St. Louis, Missouri 63031
(314) 595-4438 or (314) 595-4474

Mathematics / Science

LEAGUE for INNOVATION
in the Community College

Mathematics Anxiety Workshop
Western Campus, Cuyahoga Community College

Purpose:

(1) to help students (faculty and counselors, if necessary) to discuss the causes of math anxiety.
(2) to apply specific techniques and methods which are designed to relieve the anxiety.
(3) to discuss various additional resources from which to receive help for cases of severe math anxiety.

Activities:

Workshops are scheduled each quarter and consist of lecture, group participation and discussion of various handout materials.

Conducting the workshops are counselors, health services personnel and staff from Developmental Education.

Workshops are publicized campus-wide through counselor and faculty referrals and posters.

Contact Person:

Mr. Michael J. Ketterick
Assistant Director of Developmental Education
Cuyahoga Community College Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130
(216) 987-5257

Mathematics Learning Center

Florissant Valley, St. Louis Community College

St. Louis Community College at Florissant Valley is an open-door, urban institution that serves a diversified student population. A significant percentage of the college's new students begin their programs with deficiencies in the mathematics area. In an effort to assist these students, the college operates a Mathematics Learning Center.

Under the direct administration of the Mathematics Department, the Mathematics Learning Center offers free tutorial services in mathematics to any student enrolled in the college. Staffed by a full-time Educational assistant, who on a part-time basis is assisted by student mentors and full-time faculty, the Mathematics Learning Center maintains day, evening, and Saturday hours. Students are served on a drop-in basis, and assistance is available in the full range of mathematics courses offered by the college. Moreover, assistance is provided in the mathematical applications required in science, business, and other courses that require mathematical techniques.

Overall, the Mathematics Learning Center has clearly demonstrated itself as a cost-effective vehicle for providing tutorial assistance in the mathematics area. As such, the Mathematics Learning Center has served to improve student retention, reduce student mathematics anxiety, and improve student performance in both mathematics courses and other courses requiring mathematical skills.

Contact Person:
David E. Risch
Associate Dean, Business and Mathematics Division
St. Louis Community College at Florissant Valley
3400 Pershall Road
St. Louis, MO 63135
(314) 595-4547

LEAGUE for INNOVATION
in the Community College

Mathematics Resource Center

Johnson County Community College

The Johnson County Community College Mathematics Resource Center (MRC) was established in 1982. The MRC provides the following services: 1) delivers course instruction through a variety of alternative delivery strategies; 2) provides students with small group or individualized tutoring; 3) provides testing of students enrolled in credit courses; and 4) provides review of essential mathematics needed in various industrial training programs.

Alternative Delivery Strategies:
JCCC Mathematics faculty have been leaders in developing and producing computer interactive video courses in: Introduction to Algebra, Intermediate Algebra, and Technical Mathematics I and II. The faculty have also integrated commercial software packages into courses in Fundamentals of Mathematics, Business Mathematics, Statistics, College Algebra, Calculus and Math in Our Culture. Several in-house research projects have demonstrated that CAI enhances mastery of course objectives.

The MRC has developed and offered a CAI-BASIC course using a "Bulletin Board" approach. Larry Mills, the MRC Coordinator, has successfully offered CAI-BASIC for three semesters.

The thrust in developing alternate delivery has been used to use the computer as a tool to meet the varying needs and backgrounds of community college students. The MRC is open Monday-Thursday between 8 a.m. and 9:30 p.m.; Friday and Saturday, 8 a.m. to 4 p.m. Adult students can schedule lab time around other personal activities.

Tutoring:
The MRC is staffed with one full-time coordinator, one full-time secretary, one part-time evening and weekend supervisor, and numerous student tutors. Students may also request assistance from any full-time or part-time faculty.

Testing:
JCCC is in the process of developing departmental final exams in all courses. These exams are being stored on a competency-based test generator program written by College staff. Test questions are randomly generated according to instructor criteria and relate to course competencies. The Mathematics Department develops course outlines which are used by all instructors. Individual instructors utilize other testing programs available for courses throughout the semester.

Industrial Training:
The Division and the College are committed to economic development through customized industrial training programs. The MRC software is used in conjunction with instructor lectures to review essential mathematics skills needed in industrial training. Videotapes of course lectures, the mathematics reference library, and supplemental computer programs (both commercial and in-house) provide drill and practice for trainees and credit students.

Facilities and Equipment:
The MRC makes use of several different types of computers: IBM, Apple, Commodore, and Control Data 110 (PLATO) (forty in all).

The physical layout of the lab is unique and supports the services provided. The lab is divided by a hallway into two sections. One section is surrounded by faculty offices which facilitate tutoring assistance to students. This section has a testing and a small-group tutoring room. Section two of the lab permits class-size visits by students and has offices of the MRC Coordinator and adjunct faculty. Section two adjoins an open-college micro lab which may be reserved to accommodate class-size activities.

Continued on next page

Programs and Student Assessment:
The Mathematics Department offers courses in distinct areas: Science/Engineering; Business; Humanities; and Technology. Students begin their study in mathematics after completing the College-required placement test. The College adopted the national ASSET test this year and places students into the appropriate class based upon national norms. A math committee works with the College Testing Assessment Center to monitor course-placement scores. Approximately 750 of the 9,200 credit students are placed in developmental courses such as Fundamentals of Mathematics, Introduction to Algebra, and Intermediate Algebra.

JCCC is committed to quality instruction designed to meet today's student needs. Faculty are given released time or overload time to work on projects to improve instruction. To date we have been able to show substantial improvement in student progress through the effective use of a Mathematics Resource Center.

Contact Person:
M.L. 'Mick' McWilliams
Director
Mathematics, Engineering & Technology
Johnson County Community College
12345 College at Quivira
Overland Park, Kansas 66210-1299
(913) 469-7500

Pre-Professional Development Program for Underprepared Students

Laney College, Peralta Community College District

Purpose:
The purpose of the PDP Program is to increase the retention rate of minority students in math, science, and computer science programs and to provide academic counseling, skills assessment, etc. Additionally, an important function of the program is to increase the transfer rate of students from Laney to four-year institutions.

Program Activities:
The program focuses on study-group workshops for minority students. The workshops emphasize collaborative learning among participating students. Workshops are facilitated by upper-division or graduate minority students from U.C. Berkeley and C.S.U. Hayward. Some former Laney PDP also serve as facilitators. The key to the workshops is their use of learning/group study techniques. Students are encouraged to work together and share their ideas and develop their problem-solving and critical thinking abilities.

Recruitment of students is done by personal contact of students who are currently enrolled in Math and Science classes. Instructors are made aware of the program and its function, and they also encourage their students to participate in PDP. Literature on the program is available and distributed around campus. Various articles have been published in the campus newspaper as well as the staff newsletter. Information about the program has also been presented at various local and state conferences.

When Did the Program Begin?
In October, 1985 the PDP Program began under a Department of Education MISIP grant. Approximately 175 students are currently involved. There are one-and-a-half full-time staff persons to develop, coordinate and promote the project. Additionally, about 20 part-time student facilitators are employed in the project. Each facilitator works with 10 to 15 students in one specific class (e.g. Algebra, or Organic Chemistry, etc.).

Special Features of the Program are:
1) The facilitators, having transferred, are role models for underprepared students.
2) Study-skill workshops bring admission officers from four-year institutions to campus.
3) This is a personal approach for students which takes away the "campus coldness."
4) Students learn, and are encouraged, to study and socialize together.

Evaluation:
Evaluation information is available for Spring 1986. The retention rate for PDP students in Math classes was double that of the control group (80% vs. 40%). Evaluation for Fall 1986 is in progress.

Contact Persons:

Blas Guerrero
PDP Director
Laney College
(415) 464-3247

C. Irvin Drew
Project Director
Laney College
(415) 464-3245

Odell Johnson
President
Laney College
900 Fallon St.
Oakland, CA 94607

Business / Social Science / Speech

LEAGUE for INNOVATION
in the Community College

Downtown Business Education Center: An Individualized Open-Entry/Open-Exit Approach

Lane Community College

Description:
The Downtown Business Education Center is designed to provide instructional and instructional-support services for the Business Department of Lane Community College. The approach is one of individualized, open-entry/open-exit instruction and personalized attention.

Purpose:
The purpose of the center is to provide quality education. It provides an alternative for students with special needs and for the student who wishes an alternative to traditional classroom instruction. The program is designed to train students in office skills, especially those who are underprepared or have other special needs, and offer employment placement opportunities.

Activities:
Each course is available for credit, vocational, and noncredit students. Students may begin most courses at any time during the term, and instruction is self-paced in many instances. The students receive close supervision and are encouraged to maintain contact with a faculty advisor.

The Beginning:
The program began in September of 1979. The program currently serves 500 to 600 individual registrations per term; it is organized into four terms per year.

Special Features:
The center is unique in its ability to successfully merge credit and noncredit students into a common curriculum. The program encourages the student to develop a personalized program for office skills as well as the option of completing the one- and two-year credit programs of the Business Department.

The instructional staff is the most important aspect of the center. There are a variety of instructional methods used including audio presentations, audio-visual presentations, self-paced written materials, tutoring, traditional classroom presentations, and invdividual counseling.

Evaluation:
The center has been evaluated by the State Department of Education to meet grant-review criteria as well as on-site evaluation by the Educational Services Division. Evaluation of instructional methods and course content is completed at the end of every course for every instructor.

Contact Person:
Ms. Velma Jesser
Director
Downtown Business Education Center
Lane Community College
1059 Willamette Street
Eugene, Oregon 97401
(503) 726-2251

History and Economics Subject Area Study Tables

Western Campus, Cuyahoga Community College

Purpose:

(1) to help students improve their basic study skills.
(2) to help familiarize students with individual instructors' classroom requirements.
(3) to provide a subject area-specific location for group study with tutorial guidance.

Activities:

Students in History and Economics may come to the Campus Learning Center to meet at study tables reserved exclusively for these subjects.

Individually, or in groups, review classroom lecture notes, prepare for tests and quizzes, and work on out-of-class assignments and problems with the assistance of a tutor.

Through classroom announcements and signs posted throughout the campus, the study tables are publicized.

Contact Person:

Mr. Michael J. Ketterick
Assistant Director of Developmental Education
Cuyahoga Community College Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130
(216) 987-5257

Speech Lab

Florissant Valley, St. Louis Community College

Background and Statistics

The Speech lab began operation in 1973/74 and has grown to serve 450-500 students per year. The lab is staffed by a part-time educational assistant.

Services

The Lab is available to students to work individually on speech pronunciation and articulation, vocal production (such as breathing techniques) and listening skills. Students are offered help with formal oral assignments: writing them and presenting them. The Lab also works with students who use oral English as a second language.

Contact Persons

Donna Spaulding, Chairpern, Communications Department
Monica Dickhens, Educational Assistant
St. Louis Community College at Florissant Valley
3400 Pershall Road
St. Louis, Missouri 63135
(314) 595-4476 or (314) 595-4422

LEAGUE for INNOVATION

in the Community College

ADULT LEARNER / DISPLACED WORKER TRAINING

LEAGUE for INNOVATION
in the Community College

Adult High School Program

Kirkwood Community College

Kirkwood Community College serves more than 2,000 students annually with an adult high school completion program. Almost 1,000 students graduate from the program each year.

Almost all students are dropouts from traditional high school programs. Kirkwood's goal is to raise the competency level of students to a point where they require little or no academic support services upon entrance to a postsecondary career training program.

Kirkwood offers the following alternatives to students in adult high school:

1. Self-paced, individualized high school courses
2. Structured classes in basic skills taught in area learning centers.
3. Individualized tutoring for students needing remediation in specific areas.
4. Career awareness courses and career assessment instruments including the Self-Directed Search, the Career Information System of Iowa, and the Career Assessment Inventory.
5. Pre- and post-testing using the Tests of Adult Basic Education.

Kirkwood employs both full-time and part-time staff members. Currently, the college operates the program with two administrators and between 15 and 20 half-time personnel. Volunteers are also utilized in both Cedar Rapids and Iowa City in teaching remedial skills and basic literacy.

Funding resources include federal Adult Basic Education funds, contracts with local school districts for serving dropout students, training grants from the State Department of Human Services, and contracts with JTPA private industry councils for basic skills and career exploratory training.

Kirkwood conducts periodic evaluations on individual students using pre- and post-testing published by the McGraw-Hill Company.

Contact Person:
George Maybanks
Adult High School Coordinator
Kirkwood Community College
P.O. Box 2068
Cedar Rapids, IA 52406
(319) 366-0142

Adult Resource Center

Richland College, Dallas County Community College District

In 1982 Richland established the Adult Resource Center (ARC) as a marketing, referral, and coordinating agency on campus for older adults who return to college after several years of no formal schooling. Although we already had many excellent programs and services for these students, our approach to identify, inform, and refer students had been somewhat fragmented. The need to coordinate efforts, the large and increasing number of students in this category, our strong commitment to serving the multi-faceted needs of all students, and a growing awareness of adult developmental theory related to special learning needs of these adults led to the formation of the ARC. Since its inception, the ARC has developed an integrated approach to planning and implementing services that draws from virtually all areas of the college.

This fall a new approach for realizing our potential for service to this segment of the community has been initiated. Outreach courses are currently underway at two off-campus locations which are specially designed for women returning to college. The course, Human Development 105, is intended to help women increase self-awareness, self-confidence, and learn to relate more effectively to others. In addition to the obvious value such a course holds for each student, it also provides a helpful first step into college life in a non-threatening environment. Sometimes, we as educators forget that these experienced adult students can be vulnerable in many ways that call for sensitive support that treats them with appropriate dignity and respect. These off-campus courses can provide the necessary support to insure a smooth transition into college life. One course is offered at the Fretz Park Branch of the Dallas Public Library and the other is at Ascension Lutheran Church in Garland.

This program also provides numerous marketing opportunities for Richland College that are not limited to the individuals who actually sign up for the outreach courses. To advertise these course offerings, numerous presentations are made to community women's groups and contacts are made with a variety of women's programs such as day care centers, PTA, mother's day out and programs for pre-school mothers. Each of these contacts includes dissemination of general information about Richland College, which proves to be an excellent marketing strategy for the courses as well as the college as a whole.

In the coming year we plan to develop a media presentation to market these special outreach courses, produce programs for cable television which will encourage women to consider returning to college, and present workshops on week-ends which will invite women to investigate new learning possibilities for themselves. We will also involve current Richland students in recruitment of women from their neighborhoods, churches, clubs and organizations.

With this initiative we have made additional progress in addressing our college priority of meeting the special learning needs of adults returning to college.

Contact Person:
Elaine Sullivan, Director
Adult Resource Center
Richland College
12800 Abrams Road
Dallas, Texas 75243-2199
(214) 238-6331

LEAGUE for INNOVATION
in the Community College

Arizona Bilingual Vocational Training Program

Maricopa Technical Community College, Maricopa Community Colleges

Purpose:
This program is a cooperative effort of three agencies: Maricopa Technical Community College, Arizona Dept. of Education, and Arizona Dept. of Economic Security. It was begun in 1984 with federal grant monies awarded by the U.S. Dept. of Adult and Vocational Education, with the purpose of providing limited English proficient adults access to vocational training and employment through a comprehensive program.

Activities:

- Approximately 16 weeks of entry-level job training, currently offered in two areas: auto mechanic's helper and data entry operator.
- Vocational English as a second language (VESL) classes to teach the language needed for the job.
- Work orientation classes to prepare the students for the U.S. job market and workplace, and to discuss cultural differences.
- Job placement assistance at the end of training and follow-up activities.
- Tutoring and counseling for all trainees.
- Computer-assisted practice for all students.

Date Program Started:
Fall 1984

Number of Students:
42 in 1984-85.
87 in 1985-86.
34 to date for 1986-87 year.

Program Staff:
Coordinator, job developer, 2 VESL facilitators, 2 vocational facilitators, administrative secretary.

Special Program Features:

- Free tuition and books to all trainees.
- Access to all Maricopa Technical Community College support services (child care at a nominal cost, additional tutoring, career guidance, financial aid).
- Bilingual staff (Spanish/English), plus support materials in other student languages.
- Job developer/work orientation facilitator on loan from Arizona Department of Economic Security, assuring access to Job Service and other employment activities.
- Network established with community-based service organizations for referral and recruitment.

Evaluation:
Information available through program contact.

Contact Person:
Gail Shay, Coordinator
Maricopa Technical Community College
108 N. 40th Street
Phoenix, AZ 85034
(602) 267-4497

LEAGUE for INNOVATION
in the Community College

Clerical Block Training Program For Economically Disadvantaged

Glendale Community College, Maricopa Community Colleges

Purpose:
The purpose of this program is to provide students from Glendale SER, Phoenix, SER, Chicanos por la Causa (CPLC), Arizona Women for Education and Employment (AWEE), DES Department of Vocational Rehabilitation, and Headstart Mothers, with entry-level clerical training to make them job ready.

Objectives:
The objectives of this program are achieved by a combination of non-credit skills training and open-entry/open-exit credit classes.

The Classes are as follows:
Non-credit skills training modules
1. Micro-keyboarding on IBM clones
2. Word processing on IBM clones, ATT, and APPLE IIe microprocessors
3. Filing
4. Electronic Calculators
5. Business English

These skills are taught in a dedicated lab with IBM clones. These skills modules are all competency based and monitored by the clerical block instructor on a weekly basis.

Credit Courses:
1. BPC 100 aa/ab computer literacy I & II, 1 credit
2. BPC 100 ac computer literacy III, 1 credit (These courses are on the APPLE IIe.)
3. BPC 135 word perfect wordprocessing on ATT, 2 credits
4. CPD 198 ab career exploration, 2 credits

The program began in February 1986 upon the request of Glendale SER for a custom-designed clerical training program. We have one full-time clerical block instructor, a counseling instructor, a microcomputer instructor, microcomputer lab assistants, the clerical staff of the institute and the director, as well as the counselors from the differing agencies involved. To date 99 students have been involved in this project (25 currently enrolled) with a completion rate of over 85% and a job placement rate of over 51%. We have placed students at Boswell Hospital, INS., Sperry, Maricopa County Human Resources, and others.

This training was custom designed to fit the needs of the sponsoring agencies and students. This is an open-entry/open-exit program set up on a twelve (12) week training schedule but we have had students complete in four (4) weeks.

Completion rates and placement information are available. The results are placement of economically disadvantaged students into paying jobs.

Contact Person:
Stanley J. Grossman
Director, Institute for Business, Industry, and Technology
Glendale Community College
6000 West Olive Avenue
Glendale, Arizona 85302
(602) 934-2211, extension 329

LEAGUE for INNOVATION
in the Community College

Community-Based Learning Centers

Brookdale Community College

A series of research studies conducted by Brookdale in our home county (Monmouth, N.J.) revealed that there were pockets of urban and small town poor and poorly educated who could profit from the educational oppportunities offered at the college — but who had not done so because of various obstacles. Partially to serve the needs of this constituency, and working with the support of the communities involved, Brookdale opened learning centers in Asbury Park, Long Branch and Bayshore. Thus, developmental programs and services, as well as college-level courses, were brought closer to the people who needed to be served but who could not come to the main campus.

Establishing successful learning centers is difficult. We needed to learn about each community and to help each community learn about the college. We had to convince each community that we could respect and trust each other and mutually benefit from the new relationship. We went to community centers, agencies, organizations, churches, clubs, schools. We knocked on apartment doors and spoke with people on the street. We listened to what community people said they needed, how they wanted to help.

College funding was provided to rent temporary and then permanent quarters, to provide needed renovation, to do market/community research, to produce publicity, to host a variety of open houses, to release staff to provide organizational support, to provide counseling and financial aid assistance and to hire additional staff. College faculty volunteered many hundreds of hours of their time to meet community people, to plan and present free workshops on topics suggested by community leaders. As an example, in Asbury Park during June and July 1986, members of Brookdale Community College faculty and staff presented a series of thirty free workshops held at six different community sites to give residents a taste of college.

The developmental program offered to underprepared students in the learning centers is similar to that offered at the main campus. Basic skills testing, individualized professional counseling, financial aid advisement and assistance, developmental courses, classes and labs are scheduled during the days and evenings, but on a limited basis. Each center, however, has full-time personnel who can guide students to appropriate services. Program integrity is maintained by the instructional and counsleing teams from main campus who provide the faculty and staff, and monitor curricula and services. The Basic Skills Coordinator, team leaders, and Director of Extension Services cooperate to provide effective scheduling facilities, continued community outreach activities and assessment.

Contact Person:
Sydelle Sipress
Basic Skills Coordinator
Brookdale Community College
Newman Springs Road
Lincroft, New Jersey, 07738
(201) 842-1900, ext. 498

Countywide Adult Basic Education Program

Rio Salado Community College
Maricopa Community Colleges

Since 1978, the Rio Salado Community College Adult Basic Education Program has received funding from the Arizona Department of Education, Adult Education Division, for the purpose of providing four types of classes to educationally underprepared adults throughout the 9226 sq. miles of Maricopa County. At the direction of an Associate Dean of Instruction for Adult and Developmental Education, a staff of 71 part-time teachers, six paid aides and 24 volunteers provide FREE, begin any time, adult basic education/Basic Skills (ABE), General Education Development (GED), English as a Second Language (ESL) and Citizenship Training (CIT) classes to 5000-plus adult students in 40 locations throughout the county.

Specific scheduling is dictated by location, but most classes meet from two to five days a week in two to eight hour blocks of time. In trying to address the diversity of the multi-leveled, multi-cultural participants in an environment that is "comfortable" or familiar to them, the Rio Salado program utilizes classroom space in elementary and secondary schools, community college campuses, shopping malls, community centers, businesses and agencies, learning centers, correctional facilities and Indian Reservations.

In looking at specific innovations for literacy, there are several major areas that contribute to the accomplishments of program objectives and the comprehensive, yet unique, delivery of services:

Program Design: Convenient locations, prime times, flexible scheduling.

Curriculum and Support Services: Incorporation of a competency component, innovative/creative teacher-prepared materials (using contemporary music to teach reading, vocabulary and grammar), a student newspaper, a student telephone tutor service.

Technology: Computer-assisted instruction, video disc instruction, audio teleconferencing for the geographically isolated or homebound, television, radio.

Assessment: Standardized student placements (Nelson, SRA, GED Predictors, etc.), student record/progress sheets, oral assessments, student and faculty surveys, student tracking/follow-up mechanism, State Department of Education statistical reports.

Professional Growth: Annual in-service workshops, participation in professional seminars and conferences, master teacher concept.

Communication: Monthly on-site visitations, monthly staff newsletter, up-to-date staff/faculty handbook, telephone communications.

The Rio Salado Community College Adult Basic Education Program was cited in the 1985 National Directory of Exemplary Developmental Education Programs and was the Region X recipient of the U.S. Secretary of Education Award for Outstanding Adult Basic Education Program (one of ten in the United States).

Contact Person:
Mary I. Vanis
Associate Dean of Instruction
Rio Salado Community College
Westridge Mall Center
7611 W. Thomas Road
Phoenix, AZ 85033
(602) 849-0908

Employee Assistance Program (For Displaced Workers Affected by Plant Closure)

Humber College

Purpose:
An intensive five-day workshop for persons facing sudden job loss resulting from Plant Closure.

The purpose of the Employee Assistance Program is to assist victims of sudden job loss cope with the impact of unemployment and acquire immediate and effective skills to re-enter the labour market, gain new marketable skills through retraining, or explore business opportunities.

Target Group:
Program can be modified and adapted to suit any level of employee affected by sudden job loss — from executive to general labourer.

Description of Practice:
A series of workshops covering five days:

- identification of work content, transferable and self-management skills
- resume writing
- networking and job-finding clubs
- "how to fill out" applications
- practise/job interviewing skill (using V.T.R. equipment)
- methods for accessing the hidden job market
- career planning, using testing, assessment and C.H.O.I.C.E.S.
- identifying and assisting opportunities for provincial and federal retraining programs
- exploring options for small business opportunities
- identifying community services to assist special needs
- ongoing support and follow-up groups
- referrals to industrial adjustment services (job placement committees)
- methods for coping with stress and emotional impact of unemployment on self and family

Outcomes/Results of Practice:

- acquire skills to find new jobs
- enter financially-sponsored retraining programs
- start-up small businesses
- maintain coping skills while unemployed

Status of Practice:
Program is conducted on a contractual basis by the Ministry of Labour and the identified company affected by the closure or lay-off. It is available on an "as-need" basis when a closure or lay-off occurs.

Contact Person:
Craig Barrett
Chairman, Counseling
Humber College
205 Humber College Boulevard
Rexdale, Ontario/Canada M9W 5L7
(416) 675-3111

LEAGUE for INNOVATION

in the Community College

Enhancing Employability of Single Parents: Recruitment and Retention of Minority Students

Maricopa Technical Community College
Maricopa Community Colleges

The purpose of this pilot program is to recruit and retain minority students by enhancing the employability of single parents. The specific target population is the unwed and unemployed mothers who depend on state welfare as the sole source of income for themselves and their children.

The program consists of two phases. The college readiness/socialization phase is 16 hours per week, a six-week non-credit program that includes models for orientation exploration and planning, career decision-making, personal development, self-esteem, parenting, as well as usual college survival skills. The second phase is an academic phase for the achievement of goals through an enrollment into regular classes, work study/cooperative education, and job placement while maintaining personal mentoring and counseling. The umbrella of career, personal counseling, and support service throughout both phases is anchored by a full-time counselor who participates, coordinates, and follows-through all activities.

The program began July 1, 1986, with 25 welfare-supported single parents. Twenty-three finished the readiness/socialization phase: 21 enrolled as full-time students in regular college courses for job skill training — ranging from medical radiography to bookkeeping/accounting. A second group of 21 started in October, and will transition into the academic phase in January.

Special highlights of the program are one-on-one weekly meetings with the counselor; a strong network among participants, and a mentoring of "new" participants by the "older" participants. A strength of the program has been the ability to juggle all the "red tape" associated with different funding sources, including welfare dollars and federal financial aid.

Staffing includes a full-time counselor, tutors, guest speakers as well as administrative involvement and direction.

Formal evaluation will occur during the spring as participants are placed into gainful employment. Informal feedback by faculty indicates that students are motivated and have positive attitudes as well as the college survival techniques to succeed in occupational programs. Agency personnel have remarked that the participants have learned to establish short-range and long-term goals.

The pilot program is being supported for one year by district funds through the Joint Council on Educational Priorities. Next year the program will be continued with college operational monies.

Contact Person:

Madge Valladares
Director of Career and Educational Planning
Maricopa Technical Community College
108 N. 40th Street
Phoenix, AZ 85034
(602) 275-8500

Everywoman Career Training Program
Richland College, Dallas County Community College District

In November another 12 women will successfully complete a vocational training program which is offered through Richland's Everywoman Program. Funded by the Texas Education Agency, the program offers career training for single parents and homemakers who want to re-enter the job market. Training classes develop both professional and personal skills, including office machines, typing, office procedures, job-search skills, self awareness, business and family financial management, parenting, health care, and basic writing skills. A six-week follow up "job club" follows the formal training.

This career-training program was established with the targeted population of limited-skilled, low-income, single parents and with the assumption that many single women with limited skills would go to work if they knew how to overcome the substantial difficulties and obstacles associated with that situation. Thus far the results have been gratifying. In 1986 nearly 50 women have entered the program. Of those accepted into the program, 33% are minorities. Although 17% of those entering the program have dropped out before completion, another 17% have opted to enroll in college courses and continue their education. Nearly 60% of the participants are already gainfully employed.

The project exemplifies the community cooperation which is possible for programs such as this. In addition to the administration and instruction provided by Richland College faculty and staff, the Association of Women Executives of Dallas has provided practice interviews for the students during their final week of training; the Dallas Alliance for Business has assisted in finding job leads for students; local churches have provided transportation for some students, and the Texas Education Agency provides funds for child care.

Considering the large number of transfer, technical-occupation, and continuing education students that attend Richland each semester, the Everywoman Career Training Program is very small; however, everyone associated with the program agrees that the success stories and small triumphs make it exceedingly worthwhile.

Contact Person:
Jean Yale, Director
Richland College
1200 Abrams Road
Dallas, Texas 75243-2199
(214) 238-6034

Greater Cleveland Employment and Training Resource Center

Cuyahoga Community College

Purpose:

(1) To respond to the employment, training, and literacy needs of Greater Cleveland.

(2) To represent the College's public sector response to the challenge set forth by the Ohio Board of Regents for two-year colleges to provide local leadership in linking state economic and human resources development initiatives.

(3) To provide leadership in network building, resource sharing, and collaborative projects between the college and local government, public school systems, labor organizations, business and industry, and the social service community.

(4) To provide a focus for several of the College's adult employment and training projects, including those funded by the City of Cleveland Department of Human Resources, through the Job Training Partnership Act (JTPA).

(5) To utilize the program delivery functions of the Center to prepare individuals to enroll at Cuyahoga Community College.

Activities:

(1) *The Educational Linkages Project:*

. . . provides high school drop-outs who have recently completed the GED program with an opportunity to enroll in regularly scheduled college credit classes;

. . . offers custom-designed support services to enable students to adjust to the rigors of college coursework and deal with personal and family needs;

. . . currently serves 75 JTPA participants enrolled at the Metropolitan Campus.

(2) *The Training in Office Procedures and Skills (TOPS) Program:*

. . . provides JTPA participants with a 33-week credit-based training opportunity which leads to competitive employment in a clerical field, after completion;

. . . serves a minimum of 40 participants per year.

(3) *The Adult Learning Center:*

. . . provides services and programs to enhance adult literacy;

. . . provides a program for the completion of GED coursework and testing;

. . . utilizes computer-based instructional systems and traditional educational delivery for adult basic skills training;

. . . serves nearly 600 JTPA participants annually.

Organization:

The Center is managed by a Director as part of the Unified Technologies Center, and operates with two Deputy Directors, and project Coordinators, who are part of a nine full-time and 16 part-time person staff. The Center's budget is over $850,000, all of which is from performance-based contracts, with no subsidy from the college.

Evaluation:

Primary strengths of the program are that:

- the educational, training, and employment aspects of the Center have had a significant effect on the overall "quality of life" of the individuals who have been served;
- a new door to postsecondary education has been opened to many of the Center's participants who otherwise would have no opportunity for college-level, degree study.

Future Opportunities:

- to develop new training programs for public sector funding;
- to realize a potential to double the current level of funding for the Center;
- to continue to work closely with the Metropolitan Campus to provide enhanced access to credit courses for the Center's participants.

Contact Person:

Mr. Robert Visdos
Director of Resource Development
Unified Technologies Center
1300 Sumner Court
Cleveland, OH 44115
(216) 987-4906

Jobstart

El Centro College, Dallas County Community College District

The El Centro Job Training Center has been selected as one of twelve sites across the nation to offer the Jobstart program. The program initiates a long-term approach to helping dropouts obtain employment. Employability is enhanced by providing a combination of basic education and occupational-skills training while providing individuals with an array of necessary support services. The program, funded by the Job Training Partnership Act, also collects two years of follow-up information to monitor the success of Jobstart participants.

The basis for the effort is the growing evidence that unemployment and the lack of basic academic skills among low-income school dropouts constitute serious social and economic problems. Thus JPTA-eligible 17- to 21-year-old school dropouts reading below the eighth-grade level are targeted for participation in the program. It is planned that through participation in the program these individuals will improve their chances for success in the labor market, as measured by increase in employment and earnings and reductions in crime and public assistance dependency.

The Job Training Center will be responsible for the two major educational components of the program which are basic educational-skills training and occupational-skills training. Since program participants are expected to need substantial amounts of support services and additional incentives to enable them to remain in the program, the Job Training Center will also be expected to provide work readiness and life-skills training; personal and vocational counseling; an incentive-pay system tied to length of stay, program attendance and performance; job-placement assistance in finding training-related jobs; and post-placement services to ensure smooth transition into the world of work.

The Job Training Center was selected as a program site due to its ability to deliver many of these prescribed services. A Job Training Partnership Act award of $125,000 from the City of Dallas will fund these and additional services.

Contact Person:
Marshall Holman, Director
Job Training Center
El Centro College
Main and Lamar Strets
Dallas, Texas 75202-3604
(214) 746-2152

LEAGUE for INNOVATION
in the Community College

Human Resources Program
Brookdale Community College

Brookdale Community College, through its Office of Extension Services, Human Resources Programs, established a Community Learning Center in Long Branch during the 1969-70 school year. The center has been moved from an old school on Library Street to a new building at Broadway & Third Avenue. Construction of the one-story, $1.1 million, 15,000-square-foot building was completed in February, 1981. The center consists of 17 classrooms, a GED Testing Center, and administrative offices.

A second Community Learning Center was established in Freehold in 1974 to serve the residences of Western Monmouth County.

A third Community Learning Center was established in Keansburg in 1980 to serve the residents of the Bayshore Area.

The centers were established to provide programs that would serve the needs of socially disadvantaged out-of-school youth and adults 16 years and older. Therefore, the mandate of the Learning Centers is to offer free educational and skills programs to out-of-school youth and adults, thereby providing increased access to the educational and vocational resources in Monmouth County. The centers strive to formulate education and/or vocational resources that are not only commensurate with the students' intellectual capabilities, but also closely in line with their needs and desires. Therefore, the programs are designated to serve people with particular labor market disabilities, specifically the high school drop-out, those in need of basic skills, and the non-native English speakers.

The Human Resources Programs at the Community Learning Centers include:

- Adult Basic Skills (English and Spanish)
- High School Completion (English and Spanish)
- English As A Second Language
- Displaced Homemakers
- Clerical Skills Training (JTPA 8%)
- GED Testing Services

The above programs are *free* and available to anyone 16 years old and over and out of school.

Basic Skills Education Programs for enlisted military personnel are offered at Fort Monmouth, N.J. on a contracted basis.

State Program:

A. *Level of funding:*

Department of Education	$ 59,600
Division on Women	49,746
Job Training Partnership Act	114,000
Department of the Army	121,000

B. *The Model*

The programs are designed as open entry-open exit. Instruction is individualized and small groups. Programs are offered day and evening.

C. *Staffing*

Director
Assistant Director
Secretary
11 Teachers (Full-time)
4 Teachers (Part-time)

Results

A. *Graduation 1985/86*

One hundred and eighty-four GED and ESL graduates

B. *Student Success*

One hundred and thirty-four were served through the JTPA program. Fifty-five enrolled in other training programs, 10 entered full-time employment and eight transferred to other agencies.

Six hundred and eleven were served through the Adult Basic Skills Programs. (Number reflects those enrolled for 12 hours or more.)

One hundred and forty-eight were served through the Displaced Homemaker Program.

Eight Hundred and fifty-five individuals took the GED Tests through the GED Services Center.

Ninety-nine were served in the Basic Skills Program at Fort Monmouth.

Contact Person:

John Westbrooke, Director
Human Resources Program
Brookdale Community College
Newman Springs Road
Lincroft, NJ 07738
(201) 842-1900, ext. 748

Orientation to Individualized/Continuous Intake Programs

Humber College

Target Group:
Mature students entering either the College Preparation Program or one of approximately twenty technical skill programs offered on an individualized/continuous intake basis.

Purpose:
To assess College Prep students' academic functioning level in order to place them in the appropriate level in the core subjects of English, Communications, Mathematics and Science.

To verify a student's academic suitability for direct entry into a technical skill program.

To provide mature students with a helpful, supportive atmosphere during their first week at Humber.

To provide information on student services.

Description of Practice:
The one-week orientation combines English assessment, mathematics review and assessment, and student service information.

Outcome/Results:
Students are placed in College Prep at their functioning level in the appropriate subject(s) and are informed of the objectives that must be completed prior to entering their chosen skill programs.

Students entering technical skill programs are advised of any academic weaknesses which need remediation and, occasionally, students are referred to College Prep.

Students are aware of the student services available to them and have achieved a certain comfort level prior to starting their programs.

Status of Practice:
This ongoing Orientation service is offered each Monday, for a one-week duration throughout the year (approximately 50 one-week sessions).

Contact Person:
Terry Joy
Coordinator
Orientation/Pretesting for Continuous Intake Programs
Humber College
205 Humber College Boulevard
Rexdale, Ontario/Canada M9W 5L7
(416) 252-5571

PACE Project

Monroe Community College

Monroe Community College is providing an intensive program of academic, counseling, career and related services to clients currently in the social service system. The aim of the project is to enable public assistance recipients to receive postsecondary training which will lead to economic self-sufficiency. The project design is comprehensive and will include a full academic year and a summer component. The project is primarily targeted for public assistance recipients who have demonstrated the interest, motivation and ability to participate in a program of postsecondary training.

The decision to establish a P.A.C.E. (Public Assistance Comprehensive Employment) program at Monroe Community College grew out of a series of meetings and discussions between Peter A. Spina, President of the College, and W. Burton Richardson, Director of Monroe County's Department of Social Services. Development of the program's objectives and plan resulted from extensive collaboration and discussions between D.S.S. and the college, including the Director of the E.O.P. program and the Dean of Developmental Education. Additional collaboration occurred at several levels between the Office of Human Resource Development of the New York State Department of Social Services. Meetings were also held with such other community and public agencies as the Rochester City School District and the Educational Opportunity Center.

The transfer of public assistance recipients to employment is a benefit to both the recipients and the community. During the 1984-85 federal fiscal year, 1,399 such recipients in Monroe County entered employment with resultant savings projected at $3.90 million. This transfer was achieved in large part as a result of a strong local emphasis on training and education as a means to economic independence.

Anticipated outcomes of the P.A.C.E. Project for this target population include increasing program completion rates for those in training, enhancing job-seeking skills of those completing training, and generating employer awareness of the availability to the local job market of trained workers. Efforts to improve participants' program completion rates include entry-level assessment to insure proper program placement, counseling services, and rapid response to service needs (including day-care and training-related expenses). Job-seeking skills will be enhanced by "employment readiness" training and employer awareness increased through job placement and other outreach efforts.

Both the college and the County Department of Social Services are confident that the P.A.C.E. Project represents a positive and cost-effective response to the need to provide appropriate education and training to local public assistance recipients.

Contact Person:
Mr. Howard Golove, Coordinator
PACE Project
Monroe Community College
1000 East Henrietta Road
Rochester, New York 14623
(716) 424-5200

Programs for Single Parents, Displaced Homemakers

Delta College

Delta College has attempted to address sub-sets of underprepared students to insure that strategies employed will be appropriate to their particular needs and situations. One group that has been identified as containing a disproportionate number of underprepared students are single parents and displaced homemakers. Delta has obtained a grant to help defray some tuition and fee expenses; however, the major thrust of the program to help the target groups involves a series of special services and programs.

The first hurdle which older students must overcome is to actually enroll in college classes. Delta hosts a series of free day-long seminars at which adults receive information on college programs, college services, and the skills that they will need to succeed. A number of college staff are involved in the sessions and take special care to talk individually with participants. In addition, participants are encouraged to get to know other participants in the program to start to develop peer support.

Students are assessed to determine basic learning skill levels and career directions. Special counselors are designated to interpret assessment data, as well as to provide personal encouragement and help. Once students have enrolled, special programs for target groups are offered, including developing study skills, career information, time management, and resolving personnel problems. Peer support and assistance is encouraged through various social activities for participants.

The grant for this program started July 1, 1985. At the end of the first year, the results were so promising that Delta has become a pilot site for other Michigan community colleges and agencies attempting to work with similar groups. The formal evaluation of the project will be undertaken by the Michigan Department of Education by June 30, 1987.

Contact Person:
Ellen Waxman
or
Burt Fettig
Delta College
University Center, Michican 48710
(517) 686-9400
or
(517) 686-9220

Project READY — Using Interactive Technologies With Low-Literate Adults

Central Piedmont Community College

On July 18, 1983, Central Piedmont Community College (CPCC) accepted the first student at its newly opened ABLE Center. This innovative adult literacy program has enjoyed much success by offering its students a combination of computer-based training and volunteer tutors. However, after two years of relying on reading and math courseware designed for children, CPCC proposed to the U.S. Department of Education a plan for developing effective courseware designed specifically for low-literate adults. The project was funded for three years by FIPSE (Fund for the Improvement of Postsecondary Education).

During the first grant year significant progress has been made in two areas of adult literacy courseware development. Fifteen reading modules written at the fourth- and fifth-grade level have been scripted and programmed. In addition to the courseware, the project team has also completed design and production of the Learning Styles Survey, an interactive videodisc. This project has been named Project READY (Reading to Educate and Develop Yourself). Following is a description of the process and results from the first year.

Project READY Courseware Modules

Because developing and producing effective courseware requires a wide variety of skills, a team approach has been used. Here is a list of some of the content areas completed to date:

Locating Medical and Health Agencies in the Community
Explaining Symptoms and Following Doctor's Directions
Filling out a Job Application
Understanding Appropriate Behavior for Keeping a Job and Getting a Promotion
Understanding Highway and Freeway Signs
Filling out Your Medical Health History Forms
Dealing with Alcohol Related Problems

These modules have been programmed and are being checked by the scriptwriters and debugged by the programmers at this time.

The Learning Styles Survey Interactive Videodisc

In addition to the microcomputer courseware, the project team has also developed an interactive videodisc for use by low-literate adults. The Learning Styles Survey is an assessment instrument designed to identify the preferred learning styles of students at local literacy centers during their orientation to the program. This information will be valuable to both the students and their instructors. The interactive video medium offers the best method for identifying the learning styles of adults who cannot handle the requirements of a paper and pencil test.

Here's a brief description of what a student who uses the Learning Styles Survey will experience:

1. The program begins with a short introduction to the concept of individual learning styles.
2. The student is introduced to the keyboard functions and given a few short exercises using the proper keys.
3. In order to help the students visualize the 32 questions used in the assessment instrument, six people are introduced during the keyboard exercises.
4. After answering all the questions, the student will be branched to one of four possible learning styles according to his or her answers.

Information about the individual's preferred learning styles will be recorded in the file for future reference when learning difficulties arise. Special curricular considerations for visual and auditory learners are already in place at the ABLE Center and will be expanded when this program proves successful.

Contact Person:
Tom Songer, Project Director
Central Piedmont Community College
P.O. Box 35009
Charlotte, North Carolina 28235
(704) 342-6939

LEAGUE for INNOVATION
in the Community College

Retraining for New Technologies Project
General Motors Corporation
Moraine Valley Community College

The purpose of this project is to retrain hundreds of United Auto Workers machine operators, who do not possess an adequate background in reading and math in order for them to be successful in highly technical training programs. This project is designed to properly prepare these employees through remediation.

Activities:

1. Convincing union membership that assessment and remediation are necessary for optimum success in training.
2. Assessment of reading, math and English skills.
3. Individualized plan of courses for each employee based upon assessment.
4. Individualized career counseling based upon assessment, job market, company needs, and seniority within General Motors.
5. Two-week orientation program for employees to brush-up math and English skills for those who do not need extensive remedial work.
6. Placement in appropriate technical training program.

This project began in April, 1986 and will involve approximately 900 employees over a period of two years. Full-time faculty are intrinsically involved in the project, and are designing individualized competency-based instruction to conduct the training.

Unique Aspects of Project:

1. State grant funds are being used to underwrite a portion of the cost of the project.
2. Moraine Valley's credit full-time faculty are enthusiastically working cooperatively to design programs, share laboratories and customize some of the training to meet the needs of General Motors Corp.
3. This is a cooperative effort involving the United Auto Workers, General Motors management, Moraine Valley Community College and the State of Illinois — Prairie State 2000 grant authority.

This project will be evaluated based upon the success-rate of General Motors employees completing training.

Contact Persons:

Lee Rasch
Senior Vice President
Moraine Valley Community College
10900 So. 88th Avenue
Palos Hills, IL 60465
(312) 974-4300 x340

Mary Rose Hennessy
Director, Business/Industrial Training
Employment Training Center
Ridgeland Center
6201 West 115th St.
Worth, IL 60482
(312) 371-2210 x302

LEAGUE for INNOVATION
in the Community College

Special Needs Assistance Program (SNAP)

Humber College

Purpose:
The Special Needs Assistance Program is a peer service providing disabled students with the physical help they require in order to be accommodated into Humber College. Students work as readers, writers, notetakers, interpreters and attendant care workers.

Target Group:
All disabled students

Description of Practice:
Counseling office first learns about the incoming disabled students from a committee operating at Lakeshore, or directly from the Registrar's Office.

Once on campus, disabled students needing assistance register with the SNAP office, specifying the type of assistance they require, and the anticipated period of time.

Student employees are hired by the SNAP office to meet these needs, and the employees are assigned to disabled students based on their available time. The service is paid for primarily by the sponsoring agencies of the disabled students. For those students who are not sponsored, the college absorbs the cost.

Outcomes/Results of Practice:
Out of 66 disabled students currently at Lakeshore, the SNAP program is assisting 20 in notetaking, writing, reading, interpreting and attendant care. These students are in the following programs: Upgrading, Social Services, Business and General Arts and Sciences Programs.

Without this accommodation, these 20 students would not have been able to be at the college. At the North Campus, such service is just beginning to be established.

Status of Practice:
Rapidly expanding, with almost no formal resourcing nor any promise of sustained funding.

Contact Person:
Vinnie Mitchell
Counseling and Health Services
Humber College
205 Humber College Boulevard
Rexdale, Ontario/Canada M9W 5L7
(416) 675-3111
(416) 252-5571

LEAGUE for INNOVATION
in the Community College

Training the Handicapped Adult in Transition

Humber College

Target Group:
A program designed to assist those individuals with sensory, physical or learning disabilities.

Purpose:
This practice is designed to assist individuals to:

1. Realize and use their strengths and potential
2. Identify and pursue a personal career plan with the guidance of qualified staff
3. Upgrade academic skills in an individualized study path
4. Gain computer literacy
5. Develop self esteem through applied life skills.

Description of Practice:
A 40-week, five-day-per-week program of life skills, career and educational development for men and women.

For each intake, there is one full-time career development/life skills instructor, one part-time math and one part-time English instructor, and coordinator who oversees the program.

This is a developmental program including experiential learning, group dynamics, affective, cognitive and psychomotor learning strategies.

Outcomes/Results of Practice:
Individuals participating in this practice are able to:

1. strengthen problem-solving, decision-making and personal coping and management skills;
2. benefit from assertiveness training which will lead to effective communication and confidence when dealing with others;
3. prepare for entry, or re-entry, into the workforce by:
    - developing a personal plan
    - identifying realistic employment situations
    - determining any needs for further training or education
    - improving job search and general work skills;
    - actively participating in determining and accepting a work placement in the community to better assess vocational capabilities.

Status of Practice:
One intake, September of each year with 15 students

Contact Person:
Cynthia Niemi
Senior Program Coordinator
Human Studies
Humber College
205 Humber College Boulevard
Rexdale, Ontario/Canada M9W 5L7
(416) 252-9441

LEAGUE for INNOVATION
in the Community College

Transitions to Success
Displaced Homemaker/Single Parent Program
Lane Community College

Transitions to Success is a new two-year program to provide opportunities for displaced homemakers and single parents to become economically self-sufficient through access to education, training and employment services tailored to their needs.

The program includes an initial one-term, six-credit component of career/life planning, goal-setting and esteem-building activities from which each participant will emerge with an action plan. Participants may then enroll in classes to upgrade basic skills, long- or short-term training programs, cooperative work experience or on-the-job training according to each individual's needs. The final phase of the program is job-search training, placement assistance and follow-up. Funds are available to assist participants with child care and transportation costs, tuition, fees and supplies. Ongoing staffed support groups as well as individualized counseling are an integral part of the program.

The program is funded by a grant from the State Department of Education with Carl D. Perkins federal vocational education funds awarded in September 1986. The grant proposal was a cooperative effort by several departments at Lane Community College (LCC), including the Women's Program, Counseling, Training and Development, Cooperative Work Experience and Specialized Student Services. Staffing for the program consists of a program coordinator, program aide and job search and development specialist. Other LCC staff involved in the program include the Women's Program Coordinator as overall program director, two members of the counseling staff to teach the initial six-credit class, and the staff of the Women's Center who provide resource and referral assistance for participants. We plan to serve a minimum of 80 displaced homemakers and single parents over the two-year program.

There are many special features to this program. First, it is the only program in this area which attempts to address the multiple barriers displaced homemakers and single parents face in gaining training and employment. These barriers range from lack of marketable skills to a devaluation of self. Second, the program offers both group peer support and individualized routes to training and employment. Third, the program was developed through consultation and coordination with community agencies who serve this population, and the program will develop cooperative links with these agencies, including the Southern Willamette Private Industry Council and Adult and Family Services, to coordinate recruitment, referral, services and resources.

The program is in the process developing ongoing evaluation procedures, including participant, staff and funding-agency evaluation. Our intent is to create a model program for displaced homemakers and single parents in terms of curriculum for women transitioning into education and training, retention services needed for this population and training and employment services.

Contact Person:
Ms. Charleen Maclean, Coordinator
Transitions to Success
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 747-4501 ext. 2353

LEAGUE for INNOVATION

in the Community College

FACULTY AND STAFF TRAINING

LEAGUE for INNOVATION
in the Community College

Computer Training Program For English Teachers

Eastern Campus, Cuyahoga Community College

Purpose:

Cuyahoga Community College and the Urban Initiatives Program, funded by a grant from the Ohio Board of Regents, jointly sponsor a program to train community teachers to use the computer in teaching writing. This teacher-training program is based on three assumptions about the use of computers in composition classes:

(1) A new technology is best learned with high access to that technology.
(2) The most effective training program does not begin with the basics, but with applications.
(3) Teachers need an opportunity to take the technology directly into their classrooms for a chance to see how it will affect their students and the curricula.

Activities:

The course consists of eight weekly two-hour sessions held at one of the campuses of Cuyahoga Community College, the offices of the Computer Consortium of Ohio, or the computer center of one of the local high schools, and are devoted to:

(1) Basic instruction in word processing and its application to teaching writing.
(2) Evaluation of existing language-arts software.
(3) Presentations by participants which illustrate ways in which the computer might be introduced into their own curricula.

Emphasis of the class is clearly on word processing and its application to the writing process: however, time is spent evaluating the various kinds of software that have been produced commercially for use in the composition classroom. Participants get an opportunity to work with a variety of "invention programs" and "interactive literature" programs, as well as to experiment with several different word-processing packages, and the more comprehensive programs that cover all the stages of the writing process.

Evaluation:

Under the CCC-Urban Initiatives program, a teacher uses a computer for one nine-week semester. At the end of the first semester, two sixth-grade teachers in Lakewood, Ohio were quite enthusiastic about having the computers in their classes. They found the students more willing to edit, print, and reprint using the computers. They readily accepted the computers and did more writing using them. In addition, the variety of their writing assignments (several types of poems, personal narratives, autobiographies) suggests that they were quite productive in the short time that they had the computers. Most important, perhaps, is the teachers' observation that writing was again "exciting to teach."

Project Details:

In August of 1984, the College purchased 14 Apple IIc computers, monitors, and printers and one Sony video projector to be used in the teacher-training program. Since then, the computers have been loaned to CCC English teachers and neighboring elementary and secondary schools for periods of eight to ten weeks.

Contact Person:

Dr. David M. Humphreys
Professor of English
Cuyahoga Community College, Eastern Campus
4250 Richmond Road
Warrensville, Ohio 44122
(216) 987-2358

Customizing Academic Support for Underprepared Students

Eastern Campus, Cuyahoga Community College

Purpose:

(1) To assist instructors who wished to have their students improve their reading, writing, and/or study skills, but who have perceived themselves as primarily "content" instructors.

(2) To provide instructional support specifically tailored to help students meet given instructional objectives.

(3) To bring the drop-in Learning Center services directly to the students in order to increase the likelihood that skill-deficient students would take advantage of available services.

(4) To enable instructors of remedial classes to individualize their instruction.

Activities:

A member of the Learning Center staff was designated to act as liaison with the faculty, and was charged with the responsibility to solicit faculty requests for specific academic support services (both in-class and Learning Center) and then communicating the details of the service to be provided. In addition, the liaison was responsible for requesting feedback from faculty, inquiring about the further needs for services, and coordinating this information with the Learning Center.

Evaluation:

Feedback from the program has revealed that:

- faculty were positive and enthusiastic about having the support services;
- faculty perceived themselves as being content experts while preferring that others assume responsibility for assisting students with "learning techniques" and basic skills development;
- faculty felt that students needed assistance in learning how to apply what they had been taught;
- in-class tutoring and drill would have value if it supported the instructors' objective to individualize instruction;
- study skills were frequently identified as a need but faculty did not feel that they could or should be teaching these skills;
- the greatest need for assistance was felt by those instructors teaching newly-revised developmental English courses which combined instruction in reading and writing; these instructors felt a need to have in-class assistance, especially in individualizing their teaching and the monitoring of student progress.

The Learning Center services "menu" provides for faculty:

- lessons on SQ4R using the students' current textbook assignments
- modules on taking notes from texts and lectures
- modules on how to outline and write brief reports
- grammar review sessions
- basic mathematics concepts review
- workshops on test-taking techniques
- small-group drill and practice in basic English

In addition, students with special needs are identified and "paired" with an appropriate tutor and others for additional help. For example, a team of two tutors, a counselor, an interpreter, and the instructor worked with a hearing-impaired student on his basic writing skills which were severely limited because his native language was American Sign.

Project Details:

The project was initiated during Winter Quarter, 1984.

Project staff includes the Director of Developmental English, a part-time program assistant, and approximately 12 full-time tutors.

Approximately 250 students were directly served each quarter.

The project has been publicized by the Learning Center staff, faculty, students, and through the campus student newspaper.

Contact Person:

Dr. Carolyn Leitman
Director of Developmental Education
Cuyahoga Community College, Eastern Campus
4250 Richmond Road
Warrensville, OH 44122
(216) 987-2254

LEAGUE *for* INNOVATION

in the Community College

Developing a Rapport with Technology by Building the CPCC-PC

Central Piedmont Community College

Basic Studies at CPCC has embarked on a staff development project to familiarize each of 30 members of our faculty with computer technology beginning at the ground floor: each member will assemble an IBM PC/XT compatible for his or her own use — the CPCC-PC. The Basic Studies Group of Central Piedmont Community College has a creative and highly motivated faculty whose overall plan is to teach not only basic skills to underprepared students, but also the peripheral skills necessary to progress in today's society. As technology has invaded society at all levels, it has become education's responsibility to use it, not just as subject matter but as a tool for teaching subject matter. The peripheral skills such as typing and operating a computer are then acquired during everyday use of the computer for coursework in nontechnological areas such as reading, writing, or math. These peripheral skills are very valuable to the student outside of the context of the coursework. However, as teacher ability to help underprepared students is related directly to the overall preparation of the teachers, Basics Studies recognizes that simply equipping student labs and classrooms with computers, then expecting teachers to automatically understand how to use them is foolhardy — therefore forming the basis for our project.

With recognition that for faculty to be fluent enough with a computer to teach marginal students how to operate it for classroom purposes, the faculty must first develop a rapport with the machine. A computer can help an academician in several ways: as an aid in preparing classroom materials, keeping class records for easy retrieval, and replacing the typewriter as a correspondence tool. By teaching the faculty these applications, we seek to establish rapport. As Basic Studies budget is rather limited, buying 30 $2500 computers and then sending the instructors to quarter-long classes to train them is currently out of the question; but with a budget of about $29,000 for equipment and instruction, we can furnish them with a functional equivalent and follow with a series of short seminars. By starting with component parts and building them ourselves, we expect to accomplish the following:

- teach the users how a computer works from the bottom up, demystifying the technology
- create self-sufficient users — users who can install their own software and plug in new hardware components
- create a pool of knowledgeable users who can provide support to each other
- provide each member of our faculty with a computer compatible with an IBM-PC/XT with the following features:
  - 256K of memory
  - 2 doublesided 360K floppy disk drives
  - near-letter quality printer
  - hi resolution display
  - modem
  - a bundle of applications software for the applications mentioned
- bring the geographic separation closer together with electronic mail
- do all of the above for about $800 per unit
- above all, create a faculty who feels comfortable imparting their basic familiarity of technology to underprepared students

During April of 1986, CPCC ran a custom course where nontechnical faculty built 17 similar units successfully for home use, paying for the units themselves. Although not actually meant as a control group for statistical purposes, follow-up conversations with the original participants revealed the list of benefits that have become the targeted objectives of this more formal project.

With the assembly and testing planned to take place in one eight-hour seminar on January 10, 1987, the user will leave feeling comfortable enough to load and execute an application on his or her own. During the following quarter, we will support our faculty with five three-hour mini-courses to teach the applications mentioned above. We hope ultimately by providing unlimited access, support, and education for each faculty member, that we can provide a model for all education in staff computer literacy and utilization of the computer as an educational tool.

Contact Persons:

Dr. Thomas Griffin
Vice President, Basic Studies Group
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235
(704) 342-6892

Bryan Yerke, Courseware Programmer
READY Project
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235
(704) 342-6941

LEAGUE *for* INNOVATION
in the Community College

Faculty Preparation for Underprepared Students

Delta College

The underprepared student entering a college has a disadvantage in comparison with better prepared students, and failure rates unfortunately reflect that reality. However, the rates at which underprepared students fail vary from program to program. An analysis of curricula at Delta College identified five programs as particularly difficult for students with inadequate academic preparation. A two-year project was undertaken at Delta in 1985-86 to attempt to understand why underprepared students consistently experience less success in those programs.

As a starting point, a project coordinator and a committee of faculty representatives from each of the programs pooled their best judgments of why students fail in the programs. Input was also gathered from other faculty and counselors. At the end of this stage, there was considerable agreement that students fail because of an inability to apply learned data to practical situations, lack of problem-solving skills, and absence of critical-thinking skills. Testing a group of 200 students confirmed the impressions of the faculty and staff.

Once the problems became clear, a two-pronged strategy has been employed to attempt to improve student success. The faculty team has helped to develop a series of professional-development workshops and seminars to explore ways that faculty can improve students' skills in these critical areas. The team is designing special prerequisite skill-building modules and courses for students who are assessed as lacking them. Computer software is being evaluated now and will be purchased for student use to improve critical-thinking skills.

Students who are tested and found to lack the critical-thinking skills will receive both group and individual counseling to make them aware of the work they must do. For Winter 1987 the skills will be addressed within existing classes and specialized counseling. Based upon further evaluation, prerequisite skill-building modules and courses to improve the student's chances of success will be implemented for future semesters.

The goal of this effort is to reduce minority attrition in the five programs by five percent, and older student attrition by two percent in the first full year of implementation. If those goals are met, the program will be expanded to other programs in the future, as well as continuing to develop other strategies for the first group of curricula.

Contact Person:
LeVon Alexander
or Burt Fettig
Delta College
University Center, Michigan 48710
(517) 686-9390
or
(517) 686-9220

LEAGUE for INNOVATION
in the Community College

Telementoring Project: Long-Distance Training for Developmental Educators

Maricopa Community Colleges

Purpose:
The primary purpose of the national "Telementoring" Project is to provide long-distance training in instructional design, academic intervention and counseling, and program evaluation to developmental education personnel.

The secondary purpose of Maricopa's participation is to establish, through the use of teleconferencing, a communication network of individuals interested in developmental education districtwide.

The "Telementoring Project," a FIPSE-funded project conducted by the National Center for Developmental Education at Appalachian State University, has provided 25 Maricopa faculty and staff from all seven colleges the opportunity to experience teleconferencing firsthand. It has also provided the opportunity for faculty to explore the benefits of having a field expert available "live" from other parts of the country to answer questions raised by videotaped in-service lessons.

The Project is promoted through district Staff Development, the district's Learning Assistance Center Committee, and the Developmental Education Advisory Council.

Activities:
During 1985-86, the initial phase of the Project, the goals established were accomplished. More goals are being established for the continuation and expansion of the project in the future.

The district is repeating Phase I during Fall '86 to provide faculty and staff who missed portions or were unable to participate a chance to catch up. Phase II, beginning Spring '87, will include new subject areas and a teleconference with other "telementored" sites nationwide.

SCHEDULE '86

March 3	Orientation
March 27	Training: Videotape on Learning Styles; Teleconference with the National Center
April 24	Teleconference with Al Canfield on Learning Styles
May 1	Training: Videotape on Student Development Teleconference: National Center Teleconference: Arthur Chickering on his Student Developmental Model
May 8	Project Evaluation; Planning for 1986-87

Telementoring promises to be a continually expanding service invaluable for training, educating, and updating Maricopa faculty and staff in developmental trends, student needs, and strategies for change. DEVNET, a computer bulletin-board system established in March, 1985, by the National Center and available to Project participants nationwide, also shows great potential for enabling MCCD faculty and staff access to a national network for sharing resources and information.

Contact Persons:
Rick Sheets,
LAC Director
Maricopa Technical College
108 North 40 Street
Phoenix, AZ 85034
(602) 267-4761

or

Marti McCorkindale,
District Coordinator
Faculty/Staff Development
MCCCD
Phoenix, AZ 85034
(602) 267-4314

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